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ABSTRACT

Auxiliary Services for High Schools in New York City offers an extension bilingual education program for active or potential dropouts, adults returning to school, immigrants, and others who cannot attend regular high school classes in New York City. The program provides individualized instruction, counseling and job placement services, bilingual and English as a Second Language classes, and reading and mathematics instruction for students of Spanish, Greek, Italian, French, and Chinese background who have limited English proficiency. This report describes the program components and details of implementation for the different language groups, other workshops and activities, and results of program evaluation for 1980-81. Evaluation results indicate that, in general, gains were made in English language reading, native language reading, and mathematics. Recommendations for further program improvement are presented. (MJL)

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FINAL EVALUATION REPORT

E.S.E.A. TITLE VII

Grant Number: G007804273

Project Number: 5001-56-17601

THE BILINGUAL PROGRAM IN AUXILIARY SERVICES FOR HIGH SCHOOLS 1980-1981

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UD 022 606

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THE BILINGUAL PROGRAM IN AUXILIARY SERVICES FOR HIGH SCHOOLS (A.S.H.S.)

Principal Location: Roberto Clemente Center
431 Jackson Avenue
Bronx, New York 10455

Number of Sites: Fourteen

Year of Funding: 1980-1981, Third year of a four-year cycle

Target Languages: Spanish, Chinese, Greek, Italian, and French

Number of Participants: 1,389 students
(1,096 Spanish, 170 Chinese, 50 Greek, 40 Italian, and 33 French)

Director: Dr. Seymour Weissman

Bilingual Coordinator: Mr. John Acompore

I. PROGRAM OVERVIEW

Auxiliary Services for High Schools (A.S.H.S.) in New York City offers a bilingual program which serves as an alternative to the traditional high school classroom. The program, geared toward students aged 18-22 years or older with limited English proficiency, provides a range of educational and support services to help these students further their studies and plan future educational and career paths. Individualized, self-paced instructional methods, counseling and placement services, and day and evening hour bilingual and English as a second language (E.S.L.) classes are special features of the program. These features serve the needs of a variety of students, many of whom might not otherwise be able to return to school. The students include youths who are actual or potential high school dropouts, older persons who wish to return to school to improve their literacy skills and to continue their formal education, persons with work and/or family responsibilities who cannot attend classes on a daily basis or during usual daytime hours, and new immigrants who speak little or no English.

Since its establishment in 1972 as an extension of the already existing A.S.H.S. program, the bilingual program has steadily expanded and improved its services. Meanwhile, it has also shifted its focus to serve a larger population of students with a wider range of needs. Thus, in line with the original goals of A.S.H.S., the program offers employment and training opportunities to students by seeking and maintaining relationships with educational institutions, job training and placement centers, and employers in the community. At the same

time, in view of the importance of educational preparation for successful job placement, the program has placed increasing emphasis on the development of its instructional component. Instruction in English as a second language and in general education aimed toward attainment of the high school equivalency diploma are now essential aspects of the program.

A major objective of the A.S.H.S. program is to help as many students as possible to pass the H.S.E. examination and to obtain the high school equivalency diploma. The program strives to create a learning atmosphere which is goal-oriented and noncompetitive, and which encourages students to take responsibility for their own work. Program staff are concerned with helping students to understand and deal with personal aspects of their lives, particularly where these may interfere with the ability to work successfully within the program. In some instances, teachers and advisors have taken direct steps to help students to resolve difficulties they may be having outside the program, such as those stemming from financial, health, or family problems. Members of the program staff see this as an integral part of their job. In line with this, A.S.H.S. maintains working relationships with community agencies such as the Neighborhood Youth Corps and Planned Parenthood.

Program counselors, Education/Vocational Advisors (E.V.A.), perform key functions in helping students to articulate long-range plans and to realize immediate goals in the program. Through individual interviews with the counselor, students are given an opportunity to assess their personal goals and resources, and to consider different

educational and career alternatives. Counselors advise and assist students regarding employment and job training opportunities. Resources include the Youth Opportunity Center of the New York State Department of Labor, Manpower Training, Alternative Occupational Facilities to Meet Manpower Needs (A.O.F.M.M.N.), CETA, the Youth Employment Program, and numerous local community agencies, such as the Bronx Career Counseling Center. In their role as education advisors, counselors direct students to sources of information on colleges and other academic institutions and process admissions and financial aid applications. Some of the sources of financial assistance available to A.S.H.S. students are the New York State Tuition Assistance Plan (TAP), and the federal Basic Educational Opportunity Grant (B.E.O.G.) which includes the College Work Study Program, SEEK, and College Discovery. Counselors also help to prepare students for college and job interviews, and organize workshops for students on topics such as career awareness and consumer education.

The A.S.H.S. program provides in-service training to its staff members. Staff members receive supervision in instructional techniques; they also have opportunities to collaborate on curriculum design projects, and to attend workshops on program-related topics and professional conferences convened outside the program. They are also entitled to tuition benefits through Title VII funding. In 1980-1981, fifteen A.S.H.S. staff members took university courses in bilingual education through the Title VII program (see appendix 1).

This year the bilingual program in A.S.H.S. operated in fourteen day and evening centers conducting bilingual classes for students from

five language groups: Spanish, Chinese, Greek, Italian, and French (see Table 1). The Spanish language component, which serves the largest number of students (1,096 students), operated at all program sites for the first time. Two new evening Spanish bilingual programs were begun at existing sites, one at J.H.S. 10 in Long Island City, Queens, where the Greek program is located, and the other in St. George, Staten Island, where it operates in conjunction with the Italian program. In addition, two new Spanish language day center sites were established--the Lincoln Square Center in mid-Manhattan, and I.S. 136 in the Bronx. Also, a new Spanish language day center, the Linden Center, was begun at the Maxwell High School site in the Brownsville-East New York section of Brooklyn (see appendix 2).

Table 1. Bilingual Program in Auxiliary Services for High Schools, 1980-1981.

	CENTER	LOCATION	HOURS	DOMINANT LANGUAGE
Day:				
1.	Roberto Clemente	431 Jackson Ave. Bronx, N.Y. 10455	9:00-3:00	Spanish
2.	93rd Street School	257 West 93rd Street New York, N.Y. 10024	9:00-3:00	Spanish French
3.	Ebbets Field School	65 Court Street Brooklyn, N.Y. 11201	9:00-3:00	Spanish
4.	Forsyth Street School	198 Forsyth Street New York, N.Y. 10002	9:00-3:00	Spanish Chinese
5.	Lincoln Square	216 West 63rd Street New York, N.Y. 10023	9:00-3:00	Spanish
6.	I.S. 136	750 Jennings Street Bronx, N.Y.	9:00-3:00	Spanish
7.	Linden Center-Maxwell H.S.	2045 Linden Blvd. Brooklyn, N.Y.	9:00-3:00	Spanish
Evening:				
8.	Brandeis H.S.	145 West 84th Street New York, N.Y. 10024	5:30-8:30	Spanish
9.	Julia Richman H.S.	316 East 67th Street New York, N.Y. 10021	5:30-8:30	Spanish
10.	Taft H.S.	240 East 172nd Street Bronx, N.Y. 10021	6:00-9:00	Spanish
11.	Maxwell Vocational H.S.	145 Pennsylvania Ave. Brooklyn, N.Y. 11207	5:00-8:00	Spanish
12.	Jamaica Vocational H.S.	162-02 Hillside Ave. Jamaica, N.Y. 11432	5:30-8:30	Spanish
13.	J.H.S. 10	31st Avenue between 45th and 46th Streets	5:30-8:30	Spanish
14.	St. George School	25 Hyatt Street Staten Island, N.Y.	5:30-8:30	Spanish Italian

The program is supported through funding from several sources: E.S.E.A. Title VII, tax levy, Title XIII, and the New York State High School consortium. Table 2 shows the number of full and part time positions funded by these sources.

Table 2. Bilingual program personnel by funding sources.

	Title VII	Tax Levy	High School Consortium	Title XIII
Full time	7	33	--	--
Part time	33	30	16	20

Appendix 3 shows staff position titles by funding source.

Although bilingual program classes are administered with monolingual classes at the same A.S.H.S. sites, the bilingual program has a central administrative staff which operates with some degree of autonomy. Central personnel, located at the Roberto Clemente Center in the Bronx, oversee all bilingual program functions, including program planning and proposal writing, curriculum and staff development, hiring and supervision of staff, resource allocation, and record-keeping. They interface with center administrators and bilingual program staff at sites, as well as with administrative offices at the Board of Education, such as the Division of High Schools and the Office of Bilingual Education.

This year, the coordinator of the A.S.H.S. bilingual program resigned from his post to assume a position as research director in the Office of Bilingual Education. On June 24, program staff convened a

meeting in his honor. At this meeting, members of the program presented the coordinator with an honorary plaque to express their recognition and appreciation of his work in A.S.H.S. Toward the end of the year, the responsibilities of the program coordinator were transferred to the assistant coordinator, who became program coordinator in 1981-82. A new assistant coordinator was chosen from within the program, after interviews with candidates from within and outside the program (see appendix 4).

PROPOSED PROGRAM OBJECTIVES

In brief, the proposed objectives of the bilingual program in A.S.H.S. aimed at:

- --providing students with the educational preparation in English language and cognitive skills necessary for successful performance on the High School Equivalency Examination;
- --exposing students to employment and job training opportunities;
- --providing opportunities for staff to participate in training and development activities;
- --developing curriculum in reading, writing, and cognitive skills in the native language; and
- --increasing parental and community involvement in the program.

A more detailed presentation of the instructional and non-instructional objectives of the program is included as appendix 5.

II. PROGRAM COMPONENTS

The different centers and language components of the A.S.H.S. bilingual program share an overall program philosophy and common goals. Yet within this basic framework, centers and language components differ substantially in their approaches, primarily because they serve distinctly different student populations under a variety of program conditions.

The Spanish language centers operate in many neighborhoods throughout the city, attracting students from different Hispanic backgrounds. The multisite character of this component makes it possible for Hispanic students to choose the location and time schedule of the center they wish to attend, and for students to be relocated from one center to another for instructional purposes when necessary. In addition, this component has some flexibility as to how staff and curricular resources are to be distributed. The Chinese, Greek, Italian, and French components each operate in one site only. While these components receive support and supervision from the central bilingual program administration, they tend to operate independently, according to policies and instructional methods which have been determined, in large measure, by center staff. At these centers, teaching staff carry the major responsibility for determining the instructional approach to be used and for designing curricula. Another factor further differentiates the instructional approaches in Spanish and non-Spanish components. Students in non-Hispanic components must take the H.S.E. examination in English, whereas Hispanic students are

able to take the Spanish language version of the exam. As a result, greater emphasis is placed on instruction of English reading and writing in non-Spanish components than in the Spanish component.

SPANISH

Speakers of Spanish constitute 79 percent of the A.S.H.S. bilingual student population. They originate from countries throughout Central and South America and the Caribbean, although the majority are from the Dominican Republic and Puerto Rico. The number and percent of students from different Spanish speaking regions are presented in Table 3. This group includes both new immigrants as well as persons who have been in the United States for more than three or four years. From site to site, the composition of the student body varies, usually in a manner which reflects the nature of the surrounding community.

Table 3. Hispanic students by place of origin.

	N	Percent
Puerto Rico	259	24
Dominican Republic	308	28
South America	257	23
Central America	233	21
Other(Mexico,Cuba,etc.)	39	4
	1096	100

Taken as a whole, most of the Hispanic students are in the 18-22 year old target age group (66 percent); over a third (39 percent) are reported to be dropouts from traditional high school programs. Most of the students are employed, full or part time, while studying (68 percent), although day and evening centers differ in this regard. Day centers tend to have a higher percentage of target aged students (over 70 percent at all day centers) and dropouts (80-90 percent at all day centers with the exception of Ebbets Field); evening centers, by contrast, attract many older returning students, and tend to have larger numbers of students employed full-time (83 percent of those reported to be employed). Program personnel have remarked that classroom atmosphere differs in day and evening centers, due to these differences in the type of students attending.

In Spanish centers which serve a large dropout population, counseling and advisement play an important role. Program staff recognize that some of the students attending the program are troubled: many left school after having experienced repeated academic failure and/or for disciplinary reasons. A challenge at these centers is to help these students stay in school while also helping them to develop a greater sense of trust and self-esteem. As one center administrator remarked, the most meaningful indicator of program success is often the amount of time that students stay in the program, rather than the number of students that the program has been able to serve.

During the past year, the program has seen an increase in the number of dropouts who wish to enter the program. Program staff attribute this trend, in part, to a new citywide policy permitting the

immediate discharge of students from high schools without a period of disciplinary suspension. Program staff anticipate that the program will have to respond and adapt to changes in the nature of the student population seeking entrance into the program.

A distinct and unifying feature of the Spanish component is its curriculum. Over a period of years, program staff have developed a structured series of reading materials and workbooks which deal with subject matter in the areas of science, social studies, mathematics, and language arts. These materials are similar in content and format to material found on the High School Equivalency Examination. The sequence of lessons and activities within each level of the series (levels P, D, and Q) is organized through the use of a student "checklist"; students work independently at their own rate of mastery by following the sequence of activities on the checklist. The need for teacher guidance is minimized; occasionally, the teacher plans the student's weekly work schedule across different content areas, taking into account the student's strengths and weaknesses. These individualized materials are of particular value to teachers who work with students at different levels of ability in the same classroom. The teacher can work with individuals or small groups of students while other students work on their own. There are four instructional levels (basic, general education, pre-H.S.E., and H.S.E.) and three E.S.L. levels (beginning, intermediate, and advanced) in the Spanish component of the program. The number of students in each instructional and E.S.L. level is shown in Table 4.

Table 4. Number and percent of Spanish-speaking students by instructional and E.S.L. levels.

E.S.L. level

Basic Beginner	Intermediate	Advanced
413 (38%)	403 (37%)	278 (25%)

Instructional level

Basic I, N.L.A.	Basic II, G.E.	Intermediate, Pre-H.S.E.	Advanced, H.S.E.
110 (10%)	217 (20%)	343 (31%)	424 (39%)

Curriculum development is an ongoing aspect of staff training. Staff are paid on an hourly basis to develop materials tailored to the needs of A.S.H.S. bilingual students and the instructional context of the program.

Two considerations have guided curriculum development activities in recent years. On the one hand, changes in the content and difficulty of the High School Equivalency Examination have made it necessary for the program to revise its preparatory materials. On the other, program staff have found that there is a lack of adequate instructional materials at the basic education levels - Native Language Arts and General Education. Most published materials at these levels are written for juvenile audiences. Program staff are currently designing materials which are more appropriate for use with adults, and which draw from the diverse cultural backgrounds of the students in the program.

In 1978, a new H.S.E. examination with revised questions and requirements was introduced. As a result, the percentage of students passing the test dropped. Program staff immediately recognized the need for modification and adaptation of its curriculum and practice materials. This year, as a continuation of efforts in previous years, program staff have produced curriculum materials at the H.S.E. and pre-H.S.E. levels which include practice items more similar in nature to the items on the current H.S.E. examination. In particular, materials now devote greater attention to general knowledge and provide students with more practice on interpretation of visual displays (graphs, tables). These materials should better prepare students for the H.S.E. examination in its present form.

A.S.H.S. bilingual program staff were instrumental in seeing that a new practice H.S.E. examination was produced and distributed by the American Council of Education (ACE). When the practice examination was obtained for program use, a staff training workshop was held for teaching staff from the Spanish component to discuss the new Spanish examination and related topics. The agenda for the workshop included: review of the new and old practice exams and discussion of the H.S.E. preparation curriculum and classes; a report of the 1979-80 H.S.E. test results for program students, and of 1980-81 H.S.E. test results; discussion of the new edition of the ARCO Spanish H.S.E. preparation book (see appendix 6).

Program results on the H.S.E. examination indicate that the percentage of program students passing the H.S.E. examination has risen since the new version of the exam was first administered.

Practice H.S.E. materials developed by A.S.H.S. bilingual staff were adapted for publication by Cambridge Press. The manuscript, written between May and August 1980, covers topics relevant to H.S.E. exam preparation in a series of steps which deal with subject content and attack skills for analyzing text and graphic material. It also contains practice lessons and a predictor test, as well as a discussion of psychological aspects of test taking, including such topics as the use of study time, and the negative role of drugs in test taking.

The N.L.A. checkoff sheet was modified to provide for two levels - one explicitly for nonreaders, and a second designed to achieve a smooth transition into the general education level. A language arts activity booklet (cuadernos) containing grammar lessons on topics from the pre-H.S.E. checkoff sheet was developed for that level, as was a language arts activity booklet for the general education level, modeled after the social studies and science booklets developed the previous year. A classwork booklet at the native language arts level was also completed, covering topics outlined in the two-part N.L.A. checkoff sheet (see appendix 7).

In addition, a test of readiness for promotion from the General Education level to the pre-H.S.E. level is being developed. In final form, this test will last approximately one hour, and will assess skills in reading, social studies, science, and language arts. The test will include material covered in the classroom and should provide more detailed assessment of students' skills than currently possible. It is also expected that the test will encourage uniform standards for

instruction and promotion, and increase accountability on the part of students and the program in general (see appendix 8).

Curriculum development in A.S.H.S. was a topic at an all-day Spanish literacy workshop for supervisory and instructional staff held at Solidaridad Humana in New York City. The workshop was sponsored by the Division of Continuing Education of the New York State Education Department. A featured speaker at the workshop was the coordinator of the A.S.H.S. bilingual program, who participated in a panel discussion of curriculum, funding, and legislative issues (see appendix 9).

CHINESE

The Chinese bilingual program of A.S.H.S. at Forsyth High School is located on the lower east side of Manhattan near New York City's Chinatown district. Several ethnic communities maintaining distinct languages and traditions live in this area and, consequently, many new immigrants to this country are found residing in these neighborhoods. Over the past few years, the number of Chinese immigrants into this country has risen dramatically. Moreover, patterns of Chinese immigration have shifted, such that greater percentages of Chinese students from mainland China are arriving in the United States. The A.S.H.S. program is experiencing the impact of these changes.

Approximately 170 students attend classes in the Chinese bilingual program at Forsyth High School, which is also the headquarters of the A.S.H.S. program. A.S.H.S. administrators hold weekly meetings at this site; the A.S.H.S. resource room is also located here. A.S.H.S. classes for monolingual students, as well as for bilingual

Hispanic and Chinese students, are held in this building. The building is also shared with several other educational institutions and programs.

Most (about 80 percent) of the students in the Chinese component are recent immigrants from the People's Republic of China. Others are from Hong Kong, Taiwan, and Vietnam. The Chinese students are the youngest group of students in the A.S.H.S. bilingual program - almost all (97 percent) are target aged. The majority of the students hold full and part time jobs in commercial establishments in the Chinese community - restaurants, stores, garment factories.

According to teaching staff, many of the Chinese students enter the program with poor literacy skills in their native language, even though they may have had eight or nine years of prior schooling. Classes are taught at three levels - pre-H.S.E., beginning H.S.E., and advanced; most of the students are instructed at the beginning H.S.E. level (79 percent), while a smaller number (20 percent) is taught at the pre-H.S.E. level. The program permits students who have passed the H.S.E. to continue to attend classes to improve their English for college. According to the counselor, about 20 percent of the students plan to attend college.

Much instructional time is devoted to the teaching of English. The students who enter the program have usually had some training in English; however, they require substantial practice with oral and written forms of the language in order to perform successfully on the English H.S.E. examination. Most (97 percent) of the students are instructed at the intermediate E.S.L. level.

Learning English is a particularly difficult task for these students, given the substantial phonetic, structural and orthographic differences between the Chinese and the English languages. Teachers must spend a considerable amount of class time coaching students on pronunciation, and illustrating formal grammatical structure in English sentences. Moreover, according to teachers, many of the students enter the program with poor preparation in Chinese.

Classroom instruction includes techniques of listening, repetition, and reading aloud by the group in unison, and by individuals. English words and sound patterns are represented visually through the use of the International Phonetic Alphabet (I.P.A.). The I.P.A. serves as an aid to pronunciation and reading, in that it provides a method for translating written English into sound patterns, and represents sound-symbol correspondences in a consistent manner. Teachers use the I.P.A. to help students to analyze and pronounce English words.

The main dialect used in the program is Cantonese; however, Mandarin dialect is understood and spoken to some degree by all students, and is used when a member of the class is present who does not understand Cantonese. Instructors respond to student questions in the dialect in which the questions are asked. All teachers are fluent in both Cantonese and Mandarin.

There is a shortage of personnel in the Chinese component. As a result, all staff members - the counselor, teacher, and two paraprofessionals who are qualified teachers - teach classes. The teachers regularly rotate their teaching assignments to give each of

them an opportunity to work with students at all levels.

The counselor of the Chinese program has been with the program for many years, and has played a major role in shaping its development. He has been largely responsible for the selection and supervision of personnel and for teaching and counseling students. In addition to this, he has carried out a number of curriculum development projects.

For example, the counselor of the program has developed teaching/learning aids on audio cassette which provide students with practice in English pronunciation and comprehension. These materials are used as a supplement to English language texts and workbooks. They contain vocabulary items, and are accompanied by specially prepared lists which represent words phonetically, using I.P.A., and in their written form. Intonational patterns of sentences are also represented visually in these materials. Students are permitted to borrow these cassettes to practice at home; they also may purchase them (at the cost of the cassette) for future use.

The Chinese program refers students to jobs through public and community agencies which operate in Chinatown, such as the Chinatown Planning Council and Manpower Training.

GREEK

J.H.S. 10 (Horace Greeley J.H.S.), which houses the Greek bilingual program, is located in a tree-lined, residential neighborhood in Astoria, Queens. The surrounding community is largely middle class, and contains a large Greek-speaking population. Many of the approximately fifty students who attend the Greek program are from the

area. As at other evening centers, almost all of the students work full time and, in addition, many of the students are older, ranging in age from 22 to 64 years of age. Only one fifth of the students in the Greek program are target aged, and only 4 percent are reported to be dropouts from traditional high school programs.

The Greek program differs from the other language components in that it does not directly prepare students to take the H.S.E. examination. Rather, the program policy is to provide students with enough English language background to permit them to be mainstreamed into monolingual A.S.H.S. classes. The program is, thus, designed to function at more basic levels of instruction than the other language components. Students in the Greek program are generally placed at lower instructional and E.S.L. levels than in other language components. The program serves many new immigrants: 65 percent of the students are reported to have been in the United States for one year or less. Most students speak little or no English, and are placed in the basic/beginner E.S.L. level (80 percent). Three quarters (74 percent) of the students are at the N.L.A. instructional level, and a quarter (24 percent) are at the general education and pre-H.S.E. levels of instruction. Within the Greek program itself, however, teachers view students to be at four levels: beginner, advanced beginner, intermediate, and advanced (one year anticipated preparation for H.S.E. examination).

Three teachers conduct classes in the Greek program, aided by a paraprofessional. Each teacher is responsible for a different instructional level, however, classes are occasionally merged for

specific lessons, and the teachers often rotate so that they are familiar with students and instruction at all levels. Each teacher covers all subject areas, including English. Greek language arts are not taught in the program. Rather, as in the other non-Hispanic components, students focus much of their energy on gaining reading skill in English. In all classes that were observed, instruction concentrated on oral reading and comprehension of English words and reading passages. Classes are taught in both English and Greek, oral usage of each language being relatively equal at all levels of instruction. By contrast, use of the written language changes noticeably from one instructional level to another. In beginning classes, written Greek is used extensively; as students work at more advanced levels, teachers present and use written English exclusively.

The three teachers in the Greek program all serve as counselors, however, most of their time this year was spent on instruction. According to the teachers, there is a high rate of turnover among students in the program, primarily because students who hold full-time jobs are having difficulty scheduling the additional time to study and attend class. Central staff for the bilingual program are working with the teachers to find ways to improve non-instructional support services to Greek students. In order to give students stronger support in program planning, and to improve student retention in the program, one teacher has been appointed to serve as full-time counselor in 1981-82. This should provide greater structure to this aspect of the program, and should encourage fuller student participation.

FRENCH

The French bilingual program, located at the 93rd Street School in upper Manhattan, is a relatively small program: one teacher and one paraprofessional work with about 33 students. The program attracts students from many parts of the city, since it is the only French bilingual program offered in A.S.H.S. This year, all the students attending the program are Haitian, with the exception of one, from Martinique; none of the students have been in the United States for more tnan two years. All of the students are from the target age population, and most are employed, either full or part time (76 percent).

According to the teacher, the students in this group are highly motivated, and usually plan to go to college immediately after completing the program. Most already enter the program with strong educational backgrounds, and need only to develop sufficient skill in English to take the H.S.E. examination in English. The majority of the students are considered to be at the pre-H.S.E. instructional level when they enter the program, yet students are fairly evenly distributed across the three E.S.L. levels. According to the teacher, those who enter the program at an intermediate or advanced E.S.L. level usually pass the H.S.E. within a year's time in the program.

The teacher's approach has been to stress practice in English reading and dictionary use. The teacher uses published materials, as well as a set of curriculum materials that she herself has developed, based on mastery learning techniques. There is a shortage of materials for distribution. The program lends some materials to the students;

students buy their own math workbook.

French is the language spoken most frequently in the classroom. English is used whenever the student shows readiness, and where comprehension is not a great problem.

At the present time, the program does not have enough staff nor adequate materials to provide training to students at basic levels of instruction. Students who have entered the program and have not been able to keep up with the other students have usually left. According to the teacher, some of these students did not wish to use materials other than those used by the rest of the students in the class. Moreover, since the teacher - a native of France - speaks only French and English in the classroom, Haitian students who speak only Creole are at a disadvantage in this program.

The classroom conditions at the 93rd Street School are poor, owing to the fact that five separate groups of students receive instruction simultaneously in the same large room. French bilingual students receive reading, math, and H.S.E. preparation and Spanish bilingual students receive content-area and E.S.L. instruction. The room is noisy, and contains many visual distractions. The A.S.H.S. program at this site, including the French, Spanish, and monolingual components, share the building with a regular day high school. Noisiness in the classrooms and hallways imposes further distractions. At this site, there is a great need for separate classrooms and counseling rooms. The school will be moved to a new location (I.S. 201) before classes begin next year.

Most of the students in the French bilingual program live with their families. The teacher, who has been with the A.S.H.S. program for 7 1/2 years, is both friend and counselor to the students. She has helped students to develop their college and career plans. Former students have attended city and state colleges, some on scholarships. The teacher maintains contact with current and former students and their families, and has organized reunions on several occasions. She has also played a role in seeing that Haitian students receive proper immunization treatment. She is a member of the advisory board of a community-based adult learning center.

ITALIAN

The Italian bilingual program in St. George School in Staten Island serves approximately 40 students. Students who attend the program are from a wide age range (from 16 to 50+ years old); twenty-nine percent are target-aged. The group includes both new immigrants, and older students who have been in the United States for a number of years and are now returning to school to improve their English and/or earn a H.S.E. diploma. Many of the students are already working in specialized professions.

The Italian program is housed in an administrative building near the College of Staten Island. The program maintains close ties with the College. The new Spanish program which operates in conjunction with the Italian program uses classrooms at the College; in addition, many A.S.H.S. students attend the College after graduating from A.S.H.S. At one time, the College proposed to start a bilingual program which,

however, never went beyond the planning stage due to cutbacks in funding.

The program is staffed by two bilingual teachers, a paraprofessional, and an E.S.L. teacher. The center administrator is the Italian program counselor, and counsels some Spanish students. He conducts the initial intake interview, and meets with students individually several times a year. He has been with the program for a number of years, and is an active member of the Staten Island community.

The teaching staff have explained that the educational program focuses on social and cultural aspects of adaptation to American life. Through classroom discussion in Italian and English, students are introduced to basic concepts having to do with the American political and legal system, social institutions, and cultural practices. The teacher uses the Italian language to discuss concepts which are associated with Italian life: the same concepts, discussed in relation to American life, are introduced using English as the medium of instruction, with little translation from one language to another.

Classroom study also draws on the individual interests and goals of students in the classroom. For example, classroom time may be devoted to reviewing English vocabulary related to students' professions.

Students enter the program with different goals. According to center staff, about 60 percent of the students attend in order to get a H.S.E. diploma; the other 40 percent mainly attend for E.S.L. instruction. The E.S.L. classes are an integral part of the program; students from language backgrounds other than Italian or Spanish attend

E.S.L. classes at this center.

According to program records, most of the students are at basic instructional and E.S.L. levels.

The program staff have tried to encourage a sense of mutual purpose and belonging among students through program participation. Staff and students view the program as an educational and social environment where students can freely discuss their personal experiences and goals within the larger context of American life. The program gives students an opportunity to come in contact with others like themselves, to develop friendships, and to exchange information. In this way, the program has been a viable resource network for Italian students.

The program recruits students through personal referrals, as well as referrals through the Board of Education, the College of Staten Island, the public library system, an Italian language newspaper, and local radio advertisements.

III. PROGRAM-WIDE WORKSHOPS AND ACTIVITIES

Central staff of the bilingual program at A.S.H.S. are responsible for supervising and coordinating administrative, instructional, and counseling activities at the various sites. Central staff have also been important in planning program-wide workshops and conferences. They guide the planning and scope of work in the program, and articulate program goals and objectives to people outside the program. They publish a newsletter and staff calendars which announce upcoming events and the activities and achievements of program participants (see appendix 10).

The program has continued to pursue and develop projects that were initiated during previous years. Career Awareness and Consumer Education workshops for students were held in 1980-81, a continuation of programs which began during the previous year (see appendix 11). Also, staff development workshops on the role of the educational advisor in career guidance were organized; these meetings took place in addition to regularly scheduled advisor meetings held at Roberto Clemente (see appendix 12). Written comments from staff who attended the workshops suggest that the workshops were well-received, and perceived as useful.

On Monday, November 24, 1980, the A.S.H.S. bilingual program held its second annual mini-conference for bilingual teachers and counselors at the Roberto Clemente Center. Participants from various sites had the opportunity to browse through the resource library, visit classrooms, and talk with one another. Techniques for improving student retention were discussed in a workshop led by the assistant coordinator and two

members of the instructional staff. The discussion focused on ways to identify students who are likely to "exit" the program, as well as specific strategies which might be used by teachers and educational advisors to respond to these situations. In addition, guest speakers from the Office of Educational Evaluation of the New York City Board of Education presented information on demographic characteristics and test results of students in the A.S.H.S. program. Potential uses of this information by program personnel to improve the quality of instruction, counseling, and program management, were discussed (see appendix 13).

A series of five training sessions were held from April to June, 1981 for the benefit of all staff members serving in a counseling capacity. These sessions, conducted in cooperation with the Bureau of Educational and Vocational Guidance Resource Center, provided center administrators, counselors, and other staff members with information on various aspects of career guidance. The topics included: job search strategies, resource guides, self-awareness in career development, implementation of a career guidance program, introduction to the Bureau of Educational and Vocational Guidance Resource Center. These topics were selected on the basis of the interest expressed by staff members through a short questionnaire which listed a number of possible topics (see appendix 14).

On May 8, 1981, a "Career Conference For Bilingual High School Students and Counselors" was held at Teachers College, Columbia University. Bilingual students and staff from high schools throughout New York City attended the all-day conference, which was cosponsored by the National Origin Desegregation Assistance Center (NODAC) and the

Bilingual Educational Services Center (B.E.S.C.). A.S.H.S. bilingual staff took part in planning this event. Guest speakers from different occupational fields and organizations led workshops to introduce students to various career opportunities available to them, with particular emphasis on professions which require bilingual skills. Counselors were also invited to attend special workshops. Students heard an address on future job market trends in industry and business, given by the director of Special Employment Services of the New York State Labor Department. A representative of the Bureau of Vocational and Career Guidance of the New York City Board of Education also spoke to students on career decision making. The program closed with performances by A.S.H.S. students of music and dances from different countries (see appendix 15).

IV. CONFERENCES

Each year, A.S.H.S. bilingual program staff participate in numerous conferences on bilingual education. This year, on March 11, the program coordinator gave a presentation on the Greek component of the A.S.H.S. program as part of a series of "Greek Heritage and Culture Workshops" sponsored by, and held at, the Office of Bilingual Education during Greek Heritage and Culture Week. Program staff also participated in the Fourth Annual Conference of the New York State Association for Bilingual Education (SABE) from February 27 to March 1 and a conference on bilingual education sponsored by the Italian Bilingual Educators Association and the Departments of French and Italian at New York University, on March 28. (Materials from these workshops and conferences are included in appendix 16.)

IV. FINDINGS

The success of the A.S.H.S. bilingual program can be assessed through a number of indirect indicators of student interest and participation as well as through more direct, standardized tests of student achievement.

--H.S.E. Graduates and Mainstreamed Students

According to official records of results of students who took the H.S.E. examination in 1980-81, 500 students - 83 percent of the total number of A.S.H.S. students tested - passed the H.S.E. examination (see Table 5). These results compare favorably with those reported in previous years (Table 6). The program has substantially increased the number of students graduating and the rate of passing.

Table 5. Number and percent of program students passing the H.S.E. examination, by site.

Site	# of Students Referred for Testing	# Tested	# Passing	% Passing
Spanish Language Sites				
Roberto Clemente	73	69	58	84
Ebbets Field	117	96	81	84
93rd Street	24	21	17	81
Forsyth	109	94	79	84
Lincoln Square	6	4	3	75
I.S. 136	20	15	9	60
Ebbets Field*	33	26	20	77
Taft*	38	28	22	79
Brandeis*	63	48	31	65
Jamaica Vocational*	95	90	77	86
Maxwell*	49	40	33	83
Julia Richman*	36	34	32	94
Junior High 10*	17	16	15	94
St. George*	11	9	8	89
Non-Spanish Language Sites				
93rd St. (French-Haitian)	9	9	9	100
Forsyth (Chinese)	4	4	4	100
Junior High 10 (Greek)	--	--	--	--
St. George (Italian)	6	3	2	67
TOTAL	710	601	500	83

* Evening program.

Table 6. Number of students passing the H.S.E. by year and site.

Site	School Year '75 '76	'76 '77	'77 '78	'78* '79	'79 '80	'80 '81
Spanish Language Sites						
Roberto Clemente	16	28	46	24	22	58
Ebbets Field**	45	44	63	60	37	101
93rd Street	27	37	25	28	23	17
Forsyth	28	36	46	25	40	79
Lincoln Square	--	--	--	--	--	3
I.S. 136	--	--	--	--	--	9
Taft	46	66	84	36	23	22
Brandeis	85	68	62	39	41	31
Jamaica Vocational	16	27	46	33	45	77
Maxwell	58	43	60	35	37	33
Julia Richman	9	12	20	28	23	32
Junior High 10	--	--	--	--	--	15
St. George	--	--	--	--	--	8
Non-Spanish Language Sites						
93rd St. (French-Haitian)	--	--	--	--	6	9
Forsyth (Chinese)	--	--	--	--	10	4
St. George (Italian)	--	--	--	--	3	2
TOTAL	300	361	452	315	310	500

* New H.S.E. (GED) examination introduced in September, 1978.
** Includes evening students.

Of the remaining students in the program, 388 were reported to have left. Sixteen of these were mainstreamed into "regular" monolingual classes. Other reasons for student exits, and the number of students leaving the program for those reasons, are presented in Table 7.

Table 7. Students leaving the program for other reasons.

Reason for Exiting Program	Number of Students
Moved (Inside U.S.)	46
Left country	24
Employment	44
Personal problem	81
Married	7
Program not meeting needs	19
Unknown, or other reason	151
	372

As in the previous year, almost all the students who left the program for unknown reasons were Hispanic (150 students). It is also worth noting that of the 19 students who left because the program was not meeting their needs, 15 were Chinese students. Program personnel are finding ways to improve student retention through staff training and student counseling, and improve communication among staff members and with parents. The staff training workshop on student retention held this year, and strengthening of the counseling element in the Greek program, were implemented to improve student retention.

--Promotions

There were 240 promotions (17 percent of all students) reported to have been made during 1980-81. These are detailed in the following table.

Table 8. Numbers of students by type of promotion.

N.L.A. to Gen. Ed.	20
Gen. Ed. to Pre-H.S.E.	57
Pre-H.S.E. to H.S.E.	134
Advanced in English (i.e., prepared to take English H.S.E.)	29
	240

--A.S.H.S. Placements

Four hundred forty seven, or 37 percent of A.S.H.S. students were reported to have been placed in job or training programs through the efforts of the A.S.H.S. program. Table 9 shows the numbers and percentages of students placed through A.S.H.S. in each language group.

TABLE 9. Number and percent of student placements, by language group.

	Total # of Students	# of Students Placed	Percent
Spanish	1094	375	34
French	37	23	62
Italian	21	0	0
Chinese	172	48	28
Greek	59	1	2

ASSESSMENT PROCEDURES, INSTRUMENTS, AND FINDINGS

The following section presents the assessment instruments and procedures, and the results of the testing to evaluate student achievement in 1980-1981.

Students were assessed in English language development, growth in their mastery of their native language, and mathematics. Following are the areas assessed and the instruments used:

Reading in English -- Stanford Achievement Test (Primary Levels I and II); Metropolitan Achievement Test (Advanced Level)

Reading in Spanish -- Interamerican Series, Prueba de Lectura (Parts I and III, Level 3)

Reading in French -- Scientific Research Associates, Test de Lecture

Reading in Chinese -- Teacher-made tests

Reading in Greek -- Teacher-made tests

Reading in Italian -- Teacher-made tests

Mathematics Achievement -- New York City Arithmetic Computation Test

The following analyses were performed:

On the pre- and post-tests of reading achievement and mathematics achievement, statistical and educational significance are reported.

Statistical significance was determined through the application of the correlated *t*-test model. This statistical analysis indicates whether the difference between pre-test and post-test mean scores is larger than would be expected by chance variation alone; i.e. is statistically significant.

This analysis does not represent an estimate of how students would have performed in the absence of the program. No such estimate could be made because of the inapplicability of test norms for this sample of students and the unavailability of an appropriate comparison group.

Educational significance was determined for each grade level by calculating an "effect size" based on observed summary statistics using the procedure recommended by Cohen.[1] An effect size for the correlated t-test model is an estimate of the difference between pre-test and post-test means expressed in standard deviation units freed of the influence of sample size. It became desirable to establish such an estimate because substantial differences that do exist frequently fail to reach statistical significance if the number of observations for each unit of statistical analysis is small. Similarly, statistically significant differences often are not educationally meaningful.

Thus, statistical and educational significance permit a more meaningful appraisal of project outcomes. As a rule of thumb, the following effect size indices are recommended by Cohen as guides to interpreting educational significance (ES):

a difference of 1/5 = .20 = small ES

a difference of 1/2 = .50 = medium ES

a difference of 4/5 = .80 = large ES

1 Jacob Cohen. Statistical Power Analysis for the Behavioral Sciences (Revised Edition). New York: Academic Press, 1977.

Table 10. English Language Reading Achievement.

Significance of mean total raw score differences between initial and final test scores in English language reading achievement of students taking the Stanford Achievement Test.
(Total Reading, Primary Level I)

Site	Language	N	Pre-test Mean	Pre-test Standard Deviatn	Post-test Mean	Post-test Standard Deviation	Mean Difference	Corr. Pre/post	t	p	ES
Clemente	Spanish	33	47.88	28.92	56.61	30.09	8.73	.90	3.72	.001	.65
Ebbets Fld	Spanish	15	12.20	1.47	15.93	2.60	3.73	.67	7.44	.001	1.92
Taft	Spanish	75	55.36	23.87	63.75	20.49	8.39	.91	7.25	.001	.83
Brandeis	Spanish	53	12.40	5.26	17.62	6.84	5.23	.96	16.13	.001	2.22
Jamaica	Spanish	123	50.65	20.35	61.30	18.55	10.65	.96	21.26	.001	1.92
J. Richman	Spanish	31	61.87	14.92	73.65	15.44	11.77	.91	10.09	.001	1.81
Lincoln Sq	Spanish	3	64.00	15.62	63.33	16.44	-.67	.99	-.55	n.s.	
93rd St.	Spanish	5	29.60	14.81	45.20	21.43	15.60	.66	2.17	.05	.97
J.H. 10	Spanish	10	20.80	15.62	45.20	16.16	14.40	.92	7.24	.001	2.29
J.H. 10	Greek	37	46.35	12.60	47.73	13.28	1.38	.99	5.40	.001	.89
St. George	Spanish	4	37.50	10.54	41.00	8.37	3.50	.95	1.89	.08	.95
St. George	Italian	12	30.83	10.09	35.58	10.41	4.75	.94	4.54	.001	1.31

- Just over two-thirds (68 percent) of those students for whom any data were reported were pre- and post-tested with an English language reading test. The percentage of students with reported data ranged from 33 to 94 percent. These data are reported in Tables 10, 11, and 12.
- The Stanford Achievement Test, Primary Level I reading subtests were administered to program students from all language groups at all locations except Spanish-speaking students at Maxwell and Forsyth, Chinese students at Forsyth, and French-speaking students at the 93rd Street School. I.S. 136 reported no data.
- Students at all but two of the sites (Lincoln Square and Spanish-speakers at St. George) where this test was used made statistically significant gains from pre-test to post-test.
- Only the three students at Lincoln Square failed to obtain gains of large, or very large, educational significance.
- Students at Ebbets Field, Brandeis, Jamaica, and Julia Richman and Spanish-speakers at Junior High 10 had especially impressive gains.

Table 11. English Language Reading Achievement.

Significance of mean total raw score differences between initial and final test scores in English language reading achievement of students taking the Stanford Achievement Test.
(Total Reading, Primary Level II)

Site	Language	N	Pre-test Mean	Pre-test Standard Deviatn	Post-test Mean	Post-test Standard Deviation	Mean Difference	Corr. Pre/post	t	p	ES
Clemente	Spanish	32	46.22	24.48	60.47	20.67	14.25	.84	6.09	.001	1.08
Ebbets Fld	Spanish	53	29.96	5.28	35.30	6.00	5.34	.91	15.34	.001	2.12
Brandeis	Spanish	23	25.83	4.82	31.83	4.42	6.00	.92	14.90	.001	3.10
Maxwell	Spanish	89	13.03	9.51	20.56	10.94	7.53	.94	18.31	.001	1.94
Jamaica	Spanish	25	45.56	21.86	55.00	21.18	9.44	.99	13.57	.001	2.70
Lincoln Sq	Spanish	9	72.67	9.08	79.89	6.70	7.22	.85	4.38	.001	1.46
Forsyth	Spanish	91	49.52	23.76	64.18	20.87	14.66	.88	12.35	.001	1.29
Forsyth	Chinese	107	25.62	15.27	39.36	16.18	13.74	.95	28.46	.001	2.75
93rd St.	Spanish	11	51.27	19.63	68.91	11.30	17.64	.79	4.59	.001	1.39
J.H. 10	Spanish	3	40.33	10.70	56.67	10.12	16.33	.91	6.27	.01	3.62
St. George	Italian	6	50.00	18.75	55.33	18.57	5.33	.99	4.08	.01	1.67

- Primary Level II of the Stanford Achievement Test reading subtests were used at all sites reporting data except Taft and Julia Richman. None of the French-speaking students at the 93rd Street School or the Greek students at Junior High School 10 were tested at this level.
- Increases were highly significant, statistically, for all groups taking this test level.
- Educational significance was very high for all groups.

Table 12. English Language Reading Achievement.

Significance of mean total raw score differences between initial and final test scores in English language reading achievement of students taking the Metropolitan Achievement Test.
(Total Reading, Advanced Level)

Site	Language	N	Pre-test Mean	Pre-test Standard Deviatn	Post-test Mean	Post-test Standard Deviation	Mean Difference	Corr. Pre/post	t	p	ES
Clemente	Spanish	4	68.25	7.97	74.75	7.14	6.50	1.00	13.00	.001	6.50
Ebbets Fld	Spanish	38	49.24	8.23	54.16	9.07	4.92	.97	13.96	.001	2.27
Brandeis	Spanish	18	41.72	6.45	46.50	6.85	4.78	.99	18.19	.001	4.29
Lincoln Sq	Spanish	3	29.00	10.44	35.67	15.95	6.67	.79	1.15	n.s.	.66
93rd St.	French	31	39.19	15.53	62.71	17.99	23.52	.69	9.83	.001	5.57

- The Advanced Level reading subtests of the Metropolitan Achievement Test were given to only a few of the site/language groups.
- Excepting the three Spanish-speaking students at Lincoln Square, all groups taking this test did extremely well, making gains that were very highly significant, both statistically and educationally.

Table 13. Native Language Reading Achievement.

Significance of mean total raw score differences between initial and final test scores in Spanish language reading achievement of students taking the Prueba de Lectura.
(Level 3, Parts I and III)

Site	N	Pre-test Mean	Pre-test Standard Deviath	Post-test Mean	Post-test Standard Deviation	Mean Difference	Corr. Pre/post	t	p	ES
Clemente	56	66.36	12.99	73.29	11.92	6.93	.69	5.29	.001	.71
Ebbets Fld	79	67.01	11.09	71.38	7.90	4.37	.91	7.72	.001	.87
Taft	79	53.92	18.65	66.25	15.81	12.33	.82	10.04	.001	1.14
Brandeis	76	63.58	11.26	67.62	9.93	4.04	.92	7.72	.001	.89
Maxwell	89	60.73	17.51	70.53	15.51	9.80	.95	16.39	.001	1.74
Jamaica	89	49.81	12.15	61.01	13.82	11.20	.84	14.15	.001	1.50
J. Richman	25	68.00	18.18	76.32	17.42	8.32	.98	11.06	.001	2.32
Lincoln Sq	16	57.63	16.17	66.44	15.50	8.81	.98	3.34	.01	.84
Forsyth	66	70.20	14.13	77.52	14.51	7.32	.66	5.04	.001	.62
93rd St.	21	63.10	11.93	69.67	17.63	5.57	.36	1.75	.09	.38
J.H. 10	15	59.53	13.43	73.53	10.61	14.00	.92	9.97	.001	2.58
St. George	3	32.00	17.32	57.00	30.12	25.00	.95	.92	n.s.	.53

- Pre- and post-test scores on the Prueba de Lectura were reported for just one-half of Spanish-speaking program students. Complete data were reported for 73 percent of students at Maxwell but for only 39 percent of those at Lincoln Square. Most sites reported both scores for less than half their students.
- Score increases failed to reach statistical significance at only two sites: St. George, where data for only three students were available, and the 93rd Street School where results were fairly close to being significant.
- Gains were of at least moderate educational significance at all but the 93rd Street School.
- Especially fine gains were made by students at Taft, Maxwell, Jamaica, Julia Richman, and Junior High School 10.

Table 14. Native Language Reading Achievement

Significance of mean total raw score differences between initial and final test scores in Native language reading achievement of students taking the Test de Lecture (93rd Street) or Teacher-made tests.

Site	Language	N	Pre-test Mean	Pre-test Standard Deviatn	Post-test Mean	Post-test Standard Deviation	Mean Difference	Corr. Pre/post	t	p	ES
93rd St.	French	26	66.92	12.89	80.00	11.66	13.00	.93	14.17	.001	2.78
Forsyth	Chinese	105	51.89	10.47	62.83	10.92	10.92	.91	24.76	.001	2.42
J.H. 10	Greek	36	38.17	25.29	39.14	25.46	.97	1.00	4.49	.001	.75
St. George	Italian	19	33.58	11.10	38.16	10.10	4.58	.95	5.86	.001	1.34

- Native language pre- and post-test scores were reported for 77.5 percent of the non-Spanish-speaking program students for whom data sheets were completed.
- All four groups had results that were highly significant statistically.
- Increases were very highly significant, educationally, for all groups except the Greek students.

Table 15. Mathematics Achievement.

Significance of mean total raw score differences between initial and final test scores in mathematics achievement of students taking the New York City Arithmetic Computation Test.

Site	Language	N	Pre-test Mean	Pre-test Standard Deviatn	Post-test Mean	Post-test Standard Deviation	Mean Difference	Corr. Pre/post	t	p	ES
Clemente	Spanish	67	9.54	5.43	17.30	7.27	7.76	.58	10.51	.001	1.28
Ebbets Fld	Spanish	83	7.90	4.80	12.99	4.35	5.08	.90	21.85	.001	2.40
Taft	Spanish	64	7.83	4.47	13.16	6.05	5.33	.67	9.48	.001	1.19
Brandeis	Spanish	86	7.72	4.00	13.65	4.05	5.93	.64	16.70	.001	1.75
Maxwell	Spanish	87	9.30	6.31	17.86	6.84	8.56	.70	15.51	.001	1.66
Jamaica	Spanish	139	8.02	5.93	15.67	7.63	7.65	.87	23.43	.001	1.99
J. Richman	Spanish	24	10.21	6.69	19.58	6.81	9.38	.83	11.65	.001	2.38
Lincoln Sq	Spanish	15	9.00	4.97	13.80	8.91	4.80	.92	3.95	.001	1.02
Forsyth	Spanish	99	11.78	8.89	19.78	10.53	8.00	.35	7.16	.001	.72
Forsyth	Chinese	108	16.60	6.59	22.62	8.14	6.02	.80	12.73	.001	1.23
93rd St.	Spanish	23	9.26	6.86	21.00	10.15	11.74	.79	8.81	.001	1.84
93rd St.	French	31	21.23	8.66	31.10	8.04	9.87	.81	10.54	.001	1.89
J.H. 10	Spanish	15	10.33	7.36	20.47	10.23	10.13	.85	7.12	.001	1.84
J.H. 10	Greek	35	14.74	10.02	15.49	10.25	.74	1.00	5.38	.001	.91
St. George	Spanish	5	39.80	7.60	44.20	6.46	4.40	.97	5.05	.01	2.25
St. George	Italian	19	40.37	12.79	46.47	13.40	6.11	.95	6.56	.001	1.50

- Pre- and post-test scores for just over two-thirds of program students were reported on the New York City Arithmetic Computation Test.
- Complete data were reported for only 65 percent of Spanish-speaking students, but for more than 80 percent of non-Spanish-speaking students. Data were available for more than 85 percent of Spanish-speakers at Jamaica and Forsyth and of the Haitians at 93rd Street and the Italians at St. George. Less than half of the Spanish-speakers at Taft, Lincoln Square, 93rd Street, and Junior High 10 had complete data.
- All groups made gains with large to very large educational and statistical significance.
- Results for Spanish-speaking students at Ebbets Field, Jamaica, Julia Richman, 93rd Street, and Junior High 10 and for the Haitians were especially impressive.
- Though statistically significant, the increases by the Greek students at Junior High 10 were quite small.

VI. CONCLUSIONS AND RECOMMENDATIONS

The A.S.H.S. bilingual program continues to be a vital educational resource for persons of limited English proficiency who wish to receive high school training and English language instruction in New York City. Through its comprehensive approach, which includes instruction, counseling, and other activities, the program assists many individuals to complete high school and to take advantage of educational and employment opportunities beyond the program.

The program leads efforts in support of better educational services to students, especially to adult learners. The program administration and staff are well-informed of developments in the field and participate in a range of activities to improve the quality of services available through the program. They consistently seek ways to improve and innovate within the program through collaborative efforts among staff members. In addition, they serve as advocates and spokespersons for students who are bilingual, and/or who are older, "returning" students, in other forums outside the program.

Assessment of quantitative data submitted by the program indicates that the program has been generally successful in meeting its student achievement goals. Fully 83 percent of those taking the High School Equivalency examination passed it during the year. In addition, the 500 students that passed represents a new high for the program. Almost all sites had more students passing this year than last. Another 240 students were promoted within the program.

The program had a very good record with regard to job placements, as well, placing 37 percent of its students. Better than 60 percent of the Haitian students were placed during the year.

With the exception of only a few groups, student performance on standardized tests of English language reading, native language reading, and arithmetic calculation indicated significant progress in each of these areas. The data that are available, though somewhat incomplete, suggest that the programs at Ebbets Field, Brandeis, Jamaica, Julia Richman, and the Spanish language component at Junior High School 10 were especially effective in their teaching in these content areas. The program for Haitians at the 93rd Street School and the Chinese program at Forsyth appear to have been equally successful.

In the face of anticipated cutbacks in federal funding and support, A.S.H.S. bilingual program administrators are taking steps to find additional sources of funding to enable the program to maintain the extent and quality of its present services. One primary concern will be to maintain a level of funding which will permit adequate staffing of program sites and components. At present, many centers operate with a shortage of staff. Classrooms are sometimes crowded, with 30-40 students at different levels being taught by one teacher, sometimes without the aid of a paraprofessional. The program maintains long waiting lists of eligible persons who wish to attend. Many centers, among them the Chinese and the French components at the Forsyth and 93rd Street sites, would benefit from the assignment of additional personnel to teach bilingual and E.S.L. classes.

Two of these sites are moving to new quarters where they will be operating during the 1981-82 school year. The 93rd Street Center

will be housed at I.S. 201 in Brooklyn; this was a long-awaited and necessary move which should greatly improve the conditions of instruction at this center. The Ebbets Field Center will be relocated to Jamaica High School, and will become the Jamaica Day Center.

In the non-Hispanic components, the shortage of staff to perform instructional and counseling functions makes program development more difficult. At present, there is no clear solution to this problem; however, central support and feedback with respect to program development in non-Hispanic components is encouraged.

Through support from the Center for Career and Occupation Education (C.C.O.E.) and Title XIII, program administrators hope to be able to improve adult basic education in the program, and to develop better E.S.L. materials. They are also seeking means to improve job placement through the program. The success of these efforts will be important for sustaining current projects and long-term program goals in the years ahead.

While there are some E.S.L. and basic education programs, there are few basic education programs for bilingual populations. Administrators of the A.S.H.S. bilingual program see this as an area which needs to be strengthened and expanded. In particular, they would like the A.S.H.S. program to have the capacity to serve these students, regardless of whether these students enter the program as candidates for the general education diploma. At present, the use of program resources favors the instruction of advanced and intermediate students. Sites vary in their ability to accommodate basic level students. Some sites accept them, even though they cannot be provided resources to serve these students at all. Thus, according to program

staff, basic level students are not receiving adequate instruction in view of their needs.

The coordinators of the program are making substantial efforts to develop program facilities, staff, and materials to better serve the large number of students who are in need of basic skills training. Meanwhile, program staff are developing basic level curriculum materials which can be used within the present classroom context. They expect that as funding for these purposes becomes available, strategies and methods for teaching basic level students within the context of the A.S.H.S. program can be explored more fully.

Program staff have indicated that E.S.L. materials need to be improved for use with program students. As part of its program-wide needs assessment, the program may wish to gather specific suggestions from instructional staff as to how E.S.L. materials might be improved. In the non-Spanish components, instruction of English predominates in bilingual classes. Consequently, curriculum development in these components has centered on the production of materials for the teaching of English. Teaching staff in these components rely on a combination of teacher-made and published materials for this purpose. All language components would benefit from E.S.L. curriculum development which is tailored to the structure of the A.S.H.S. program and the needs of different groups in its student population.

The program coordinators intend to conduct a program-wide needs assessment during the coming year. In view of the tighter budgetary constraints which the program now faces, efforts to assess the most wide-ranging needs of the program will be more important than ever for setting priorities for future program development. Information from

observations and interviews with staff during monitoring visits is particularly valuable when program staff cannot regularly attend program-wide meetings or staff workshops. In addition, feedback from staff and students through questionnaires and interviews is recommended as part of the program's ongoing evaluation of its operations. Feedback from students may also be useful in helping program staff to understand where the program is not meeting students' needs, and in accounting for some instances of students exiting the program.

The bilingual program in Auxiliary Services for High Schools fills an important and recognized need for quality bilingual educational services for returning students. The activities and accomplishments of the program documented in this report are evidence of the success with which the program has met its objectives this year. The program continues to grow and attract a larger number of students from different backgrounds with a broader range of needs. Serious planning and effort on the part of program staff have gone into improving facilities and resources. They have aggressively sought ways to enrich the program and improve many aspects of program design and implementation. The level of funding available to support current services and projects is likely to be the most decisive factor determining the quality of program offerings in the coming years.

VII. APPENDICES

Appendix 1

University Courses Taken By Program Staff

SCHOOL	COURSES
Fordham University	Development of Communication Skills in Bilingual Studen
" "	Introduction to Research
" "	Boards of Education
" "	The Superintendency
Long Island University	School Law
" " "	School Business Administration
" "	Administrative Core Education
Yo[illegible] College	Introduction to Cultural Anthropology
" "	Introduction to Linguistics
Hunter College	Puerto Rican Culture
" "	Puerto Rican Child American School
" "	Puerto Rican History II
" "	Puerto Rican Literature II
" "	Teaching Reading in Secondary Schools
City College	Theories and Practices in Bilingual Education
" "	Psychology of Learning and Teaching
" "	Fundamentals of Drug Education
" "	The Social and Cultural Heritage of Hispanic Children
" "	Advanced Spanish Composition and Expression
" "	Teaching Reading in English to Bilingual, Bicultural Children
" "	Teaching Reading in Spanish to Bilingual, Bicultural Children
" "	Workshop in Elementary Education: First and Second Language Development and Classroom Support
City College	Workshops in Elementary Education: Philosophy for Children and the Bilingual Curriculum, I
" "	Workshops in Elementary Education: Selection, Development and Evaluation of Materials in Bilingual Education
" "	Seminar in Educational Research
" "	The Management of Schools - Operational Problems and Practices
" "	Seminar in Counseling, VIII: Internship and Supervision
" "	Seminar in Counseling, III.: Application and Interactions
" "	Strategies in Learning and Counseling
" "	Social Systems and Counseling
" "	Seminar in Counseling III
New York University	Latin American Novel
" " "	The Spanish-American Short Story

These courses were leading towards Associate's, Bachelor's, Master's, and Doctorate degrees.

APPENDIX 2. New Centers

This year, three new Spanish language sites were begun in response to requests by administrators and/or community members for a bilingual program. Usually a number of factors are taken into account before initiating a site: the extent of need in the community for this kind of program; indication on the part of district leaders, community groups, and/or the school board that an A.S.H.S. program would be desirable, and evidence that an A.S.H.S. program would not conflict with an existing high school program. The selection of a particular building for a center is determined on the basis of the size and quality of the proposed building and its facilities, and the amount of administrative support anticipated from the host institution.

The I.S. 136 Center was established in response to a request by the community district for a center with bilingual classes. The building, originally scheduled to be closed, was selected from among four or five potential sites through scouting efforts by the center administrator. When the program began, it had a waiting list of 250 students.

According to the center administrator, the reopening of the school is part of a larger effort to revive the school as an educational and community center. The A.S.H.S. program shares the building with the junior high school, a youth and adult center, and an alternative educational program for

young pregnant women. The program maintains strong ties with other educational programs and community organizations serving the area. Principals and guidance personnel from regular day high school programs make direct referrals to administrators at the A.S.H.S. center. In addition, A.S.H.S. is working with the Bronx Outreach program to set up a child day care center for young mothers (17-21 years of age) who are working or studying outside the home.

The program presently serves approximately 100 Spanish bilingual students. Most of the students are from the day high schools, or are referred by special agencies such as the school for pregnant women, or the YMCA. The staff for the bilingual component consists of one full time H.S.E. teacher, one full time E.S.L. teacher, and one full time teacher assigned to both monolingual and bilingual components. The center administrator supervises, teaches, and counsels when necessary. Three levels of H.S.E. instruction are taught: basic, intermediate, and advanced, using the same curriculum methods and materials employed at other Spanish language sites. The center administrator sees the need for more facilities, staff and materials to provide basic and 'pre-basic' level training. Many individuals would benefit from a program to help them to develop functional skills, such as reading a subway map, or doing simple arithmetic computations necessary for shopping and other daily activities.

The center expects to be assigned additional teachers in the near future, and to expand its facilities in both monolingual and bilingual components.

The Lincoln Square site is located in a low-income residential housing development near Lincoln Center for the Performing Arts in mid-Manhattan. Its establishment is one effort in the context of a larger community commitment to provide educational and employment opportunities to its members. The site opened in November, after a series of initiatives taken by the community. A needs assessment was performed by a community organization, the Lincoln Square Neighborhood Center, in cooperation with Columbia University and Manhattan Community College. This study confirmed that there was a lack of neighborhood access to local educational institutions. In particular, there was a need for basic level classes, as well as an educational program for Spanish speakers. Administrators of Manhattan Community College met with the director of the A.S.H.S. Julia Richman evening center, who became the liaison between the community and A.S.H.S. He helped to establish the program in the community and is now the center administrator at Lincoln Square.

Before the A.S.H.S. center at Lincoln Square opened, an E.S.L. program for adults, sponsored by the Board of Education, was available. The A.S.H.S. bilingual program is an extension of that facility. Space for the center was donated by the tenants' association. The bilingual component uses one classroom and a small tutorial room. One staff

member, formerly at 93rd Street, serves as teacher and counselor; he is responsible for classroom instruction, counseling and job placement, conferences with students and families, record-keeping, and other tasks. Math and E.S.L. are taught by a paraprofessional. Classes of 15 to 21 students meet in the morning and in the afternoon. Most of the students have either dropped out of traditional high school bilingual programs or are recent immigrants from a variety of Hispanic countries, most particularly, the Dominican Republic. A few of the students travel to the center from areas outside the immediate community.

Four levels of instruction are taught: Native Language Arts, General Education, Pre-H.S.E., and H.S.E. According to the teacher, an E.S.L. specialist is needed.

The Linden Center is a new day center program at Maxwell High School in the Brownsville-East New York section of Brooklyn. There is a large Spanish-speaking population in this area, originating from Puerto Rico and numerous countries in the Caribbean and Latin America. The dropout rate from regular day high schools is high, due to the inability of these schools to deal with the large numbers of Spanish-speaking students that live in the area. Classes take place on one floor of the building: two rooms are available for counseling, three for E.S.L., and two for storage of records.

The program has three full time teachers, including an E.S.L. teacher and one full time counselor. There is also

one paraprofessional position (shared by two people). The center administrator expects that the student population will grow, and sees a need for more paraprofessionals. Unfortunately, the program has serious difficulties recruiting and keeping staff, due to the high crime rate of the neighborhood. Teachers have been victims of robbery, and many feel their personal security to be threatened.

The program receives many of its students from Maxwell High School, with whom it shares the building. At this site, A.S.H.S. students mingle closely with students from the regular high school. Administrators and staff of A.S.H.S. and Maxwell High School maintain a cooperative relationship.

Most of the students at this center do not live with their parents. The program plays an important role in helping students to find employment, and to make plans for the future. Students who go on to college attend the City University.

Appendix 3

Staffing Patterns and Funding Sources

Auxiliary Services For High Schools
BILINGUAL PROGRAM

SUMMARY OF PERSONNEL/ASSIGNMENTS 1980-81

ROLES	FUNDING SOURCE: Title VII P/T	Title VII F/T	Tax Levy P/T	Tax Levy F/T	HSE Consortium P/T	Title XIII P/T	Totals: P/T	Totals: F/T
Coordinator (Supervisor)	1			1			1	1
Ass't Coordinator	1			1			1	1
Bilingual Teachers			5	8	8	11	24	8
ESL Teachers			17	4		3	20	4
Advisors	7	2		2		6	13	4
Guidance Counselors	2		1				3	
Content Specialists	4	2					4	2
Curriculum Developers	3						3	
Teacher Trainers	3						3	
Paraprofessionals	12	3	7	7	8		27	1
TOTALS:	33	7	30	23	16	20	99 + 30=129	

Appendix 4

Change in Personnel

BOARD OF EDUCATION
AUXILIARY SERVICES FOR HIGH SCHOOLS

ROBERTO CLEMENTE CENTER
431 JACKSON AVENUE
BRONX, NEW YORK 10455

DR. SEYMOUR WEISSMAN
Director

JULIAN O. WASHINGTON
Assistant Director

JERRY MAHRER
Center Administrator

JOHN ACOMPORE
Bilingual Coordinator

May 15, 1981

Dear Colleague,

It is with a sense of regret that I must announce to each of you that I will be leaving Auxiliary Services to accept a position with the Office of Bilingual Education. It is, however, a pleasure to announce that the ASHS Bilingual Program will continue under capable leadership since John Ramirez will assume the position of co-ordinator.

During the six years that I have been working with you on our common goal of bringing the best possible interpretation of bilingual education to school-leavers, I never ceased being amazed at the dedication of ed. advisors, teachers, paraprofessionals and, of course, our students. Working under often extraordinarily difficult circumstances, all of you have made important contributions to the wide-spread reputation we have throughout New York City -and even throughout the country- as a model program. Needless to say, I will miss my association with Auxiliary Services and with each of you. I say goodbye with deep-felt gratitude for these associations.

You will be hearing soon from John Ramirez about a June conference for all bilingual program staff and for Center Administrators when plans for next year will be discussed. Since I will be at Clemente Center on a very restricted schedule for the next two weeks only, please feel free to begin immediately referring matters to John. But, I eagerly look forward to seeing each of you at the June conference and other future program events.

With warm personal best wishes,

John Acompore

JA:jl

Appendix 5

Major Component Objectives

I. INSTRUCTIONAL:

A. Students designated as advanced students (capable of taking a standardized English reading test) will increase their level of reading comprehension, ability in English at a .05 level of statistical significance.

B. At least 60% of students enrolled in ESL will improve one rating category in English language skills on the English language fluency scale.

C. At least 60% of the students enrolled in General Education will increase their level of reading ability in the dominant language at .05 level of statistical significance.

D. Students who attend individualized arithmetic instruction will increase their level of arithmetic ability at a .05 level of statistical significance.

E. At least 70% of the students (minimum of 350) enrolled in the bilingual preparation program for the high school equivalency examination (Spanish or English language forms), and who are tested will pass the H.S.E. examination in Spanish or English.

F. At least 5% of Hispanic students who begin General Education instruction will progress sufficiently to enter H.S. Equivalency exam preparation classes and earn an H.S.E./G.E.D. diploma.

II. NON-INSTRUCTIONAL:

A. ASHS education centers with bilingual-bicultural programs will offer to all students a variety of center and programwide activities related to vocational-career awareness including vocational counseling, training program placement, a career exploration day etc.

B. At least 50 bilingual program students will be placed in training programs and/or provided employment.

C. At least 80% of those referred for training or employment will be placed.

D. At least 30% of students who earn an H.S.E. diploma graduate will be accepted to college.

E. A sufficient number of commercially available vocational-career materials will be identified and included in the program's resource library (training center) to provide references for each of the Curriculum Guides' concepts for vocational-career skills development and will include at least five resources for each of the program's level of instruction.

III. CURRICULUM:

A. To develop a supplement to the program's Curriculum Guide in order to expand its scope and content to include provisions for literacy instruction (Native Language Arts) and subsequent stages of General Education instruction (fourth through seventh grade).

B. To include in the Bilingual Program's Curriculum Guides a sequential and topical outline of covering at least 5 concepts related to vocational-career skills of learnings in math, reading, and language. These concepts will be considerate of methodology and materials appropriate to students at all educational levels, and for all language groups

C. TO prepare a written instruction for adapting methodology, materials and lesson plans in ways that will allow a greater emphasis on social studies, science, and language concepts in the ASHS Curriculum Guide to reflect the revisions of the G.E.D. (H.S.E.) examination (all language groups).

D. To develop a minimum of 5 lessons and/or activities for an aural-oral approach suited to the needs of illiterate Hispanic students in Native Language Arts.

E. To develop a minimum of 5 lessons and/or activities for individualized instruction in reading and writing skills development for Hispanic, Spanish, Italian, Greek, Italian, and Haitian French-speaking students.

STAFF DEVELOPMENT:

A. At least 10 bilingual program staff members will take advantage of at least one "external" progessional improvement opportunity provided or arranged for by the program; in-service course, institute, major conference, university course etc.

B. All staff will have an opportunity to participate in a planned "internal" program of training and development activities directed at improving and/or expanding instructional, supplementary, and/or counseling services (educational, personal and vocational).

V. PARENT/COMMUNITY INVOLVEMENT:

A. At least 10% of individuals receiving bilingual program instructional and educational/vocational counseling services will be adults with preference given to parents of target population students.

B. A special Community Vocational-Career Advisory Committee will be established with emphasis placed on assisting the program in meeting its goals and objectives regarding vocational-career awareness and opportunities. This committee may function both independently and in conjuction with the Student/Parent Advisory Council.

Appendix 6
Workshop

BOARD OF EDUCATION
AUXILIARY SERVICES FOR HIGH SCHOOLS

ROBERTO CLEMENTE CENTER
431 JACKSON AVENUE
BRONX, NEW YORK 10455

DR. SEYMOUR WEISSMAN
Director

JULIAN O. WASHINGTON
Assistant Director

JERRY MAHRER
Center Administrator

JOHN ACOMPORE
Bilingual Coordinator

ASHS-BILINGUAL PROGRAM

W O R K S H O P
THE NEW/REVISED PRACTICE SPANISH GED EXAM

MONDAY MARCH 16, 1981

4:00-5:30 pm

Roberto Clemente Resource
& Training Center
431 Jackson Avenue
Bronx, N.Y.

Stipend paid to participants: $9.00

As a result of efforts by our program since the new Spanish GED/HSE was introduced in September, 1978, a revised practice Spanish GEDT is finally available. The practice English exam has predicted within a few points of the actual score on the GEDT.

This workshop on March 16th will include the following:

--Dissemination, review, and discussion of the practice Spanish GEDT (For whom, how, when etc. to use the exam)

--What to do with the "old" practice exam

--A review of the HSE preparation curriculum ("P,D,Q" phases)

--Our HSE results from last year: 1979-80

--A progress report on exam results thus far this year.

--Exchange of ideas and suggestions for the HSE preparation level/class.

--The new edition of the ARCO Spanish HSE preparation book

With the availability of the new practice exam, this workshop will be the first opportunity to see what the exam really looks like and promises, therefore, to be most interesting and informative.

Appendix 7

Curriculum Development

Bilingual Program

NATIVE LANGUAGE ARTS (A.B.E. I)

PRIMERA PARTE

METHODS & ACTIVITIES (speaking, writing, listening)	TOPICS RESOURCES	(M.E. L. S. ?)
CONOCIMIENTOS GENERALES		
alphab. charts, flashcards, drills, fill-in blanks, letter bingo, rearranging letters in proper order, match pictures to sounds, use of letters	1. El abecedario: a. letras sencillas y dobles MPF 3,5; NLA 47-48 b. vocales y consonantes NLA 47-48 c. mayúsculas y minúsculas PO#1 3-5 d. el orden alfabético NLA 49-50	learn names of letters in Eng.; differences in alphabet
handwriting charts, tracing words and names, familiar numbers (tels. adresses, soc. sec. flashcards, rexo practice sheets for dexterity	2. La caligrafía: a. tamaño y forma NLA 117 b. letras cursivas " " c. letras de molde " " d. escribir los números NLA 87	practice writing names, adresses, and other words in English
present examples for students to derive rules, practice dictations, written exercises, find. errors, cap. passage	3. Uso de las mayúsculas: a. nombres de personas PO#3 7-10 b. nombres de lugares PO#3 11-13 c. comienzo de oraciones NLA 56-57	learning differences bet. Spanish and English: assign practice exercises w. Eng. names
derive rules from examples, changing words to plural, coord to verbs, adjectives	4. Singular y plural: a. el uso de la s MPG 16-20 PO#3 98-9 b. concordancia entre suj. y verbo MPG 58-9 c. entre sustantivo y adjetivo MPG 44-6	practice forming plural of simple Eng. words; finding words in plural in newsp. art.
EXPRESION ESCRITA		
graded word lists, dictations, writing missing letters, study commonly misspelled words, games	1. La ortografía: a. ort. de palabras comunes PO#1 77-9 PO#3 93-5 b. escribir nombres de números NLA 87	writing names of numbers in English
derive rules from examp., write sentences arising from discuss., sentences in descriptions, short dialogs, interviews, biography, unscrambling words, use models	2. La oración: a. expresar pensamiento completo NLA 64; MPG 100-2 b. normas para escribir PO#3 77 c. formas negativa, afirmativa, interrogativa MPG 98-4	writing 20 sentences in Eng. giving basic information about oneself
derive rules from examp., practice in sentences, find errors, punctuate in dictations	3. La puntuación: a. el punto al final de oración PO#3 77 b. uso de signos interrogativos PO#3 83	punctuating short selection in English
DESTREZAS DE LECTURA		
pract. with phonic charts, flash cards, group experience charts* (stat. made by stud. to be read later) oral rdg., unscramble letters, dialogs, word bingo	1. Destrezas fonéticas: a. reconocer las distintas letras PO#1 3-5 b. reconocer palabras Basic Word Sets c. leer oraciones simples Libro de Lectura A, B d. leer oralmente con fluidez " " " e. interpretar signos de puntuación " " "	students learn to read list of words related to school, work, and family life
experience charts*, indiv. rdg. from workbooks, oral questioning based on story heard, written questions, find meanings using context clues, retelling stories, fill out applic. forms, detect. tone, descr. photos	2. Comprensión: a. seguir instrucciones MSS Picture Level b. contestar preg. básicas MSS Picture Level c. dar resumen oral Ins. Summary of Gen. Rdg. exp. d. aprender palabras nuevas presentadas en la lectura NLA 94-105 e. recordar detalles importantes MSS Introd. Level	students learn to read and answers typical words and questions on job applicative form
derive voc. from discussions, photos illus. life situations, filmstrips, a-visuals, mapwrk. evaluating cons. products	3. Vocabulario de lectura en Estudios Sociales: señales de tránsito, carteles, mapas, etiquetas, planillas, formularios, diagramas NLA 88, Real Life Reading Skills	students practice read. subway and road maps
derive voc. from discussions, filmstrips, a-v's, collect sci.-related articles, clip weather maps, collect home econ.	4. Vocabulario de lectura en Ciencias: símbolos, signos, servicios de salud, medicinas, el clima, comunicación, transportación, tecnología Naturaleza y Sociedad 1	students learn to tell temperature, weather, names of local service agencies
read short selections, article experience charts*, role-play, learn in everyday life, guest speakers, visits to agencies, govt. building	5. Conceptos en Estudios Sociales y Ciencia para mejorar comprensión en Lectura: leyes fundamentales, uniones, minorías en los Estados Unidos, métodos científicos, significado de término vida Hum. & Comun.	students learn 25 cognates each in Science and Social Studies

HORARIO (Suggested Schedule in Parentheses)

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
8:00-10:00 a.m.	(Conocimientos Generales Emphasize speaking activities)	Expresión Escrita Emphasize personal experience activities)	(Destrezas de Lectura Emphasize listening activities)	(Expresión Escrita Emphasize listening activities)	(Conocimientos Generales Emphasize small-group activities)
10:00-12:00 a.m.	Expresión Escrita Emphasize small-group activities)	(Destrezas de Lectura Emphasize speaking activities)	(Conocimientos Generales Emphasize small-group activities)	(Destrezas de Lectura Emphasize problem-solving activities)	(Destrezas de Lectura Emphasize listening activities)

Auxiliary Services for High Schools
Bilingual Program

NATIVE LANGUAGE ARTS (A.B.E. I)

SEGUNDA PARTE

METHODS & ACTIVITIES (speaking, writing, listening)	TOPICS / RESOURCES	(M.) E. L. E. 'S
CONOCIMIENTOS GENERALES		
arrange word lists in order; find wds. in dict.; visit libr. ref. section; lists of uses of alphabet: index, time cards, etc.	1. El orden alfabético: a. ordenar una lista de palabras NLA 49-57 b. reconocer sus usos: guías, directorios, diccionarios POPS 4	give list of English words and ask students to alphabetize
derive rules from examp.; stud. indicate wds. to be capit.; find wds. incorrectly capit.; make lists of abbrev. titles; find capit. wds. in newspaper; use capit. in dictation	2. Uso de las mayúsculas: a. en títulos POPS 13 b. nombres, apodos POPS 7-11 c. abreviaturas MPG 103-4 POPS 79 d. meses, idiomas, días (min.) POPS 19-42 e. diferencias entre inglés y español EPR 46-49	students compare diff. between Eng. and Spz.; practice capit. through Eng. written exercises; learn names of days, months
derive rules from exmp.; stud. divide dictated words; writing backwards game (Las Tarabillas Matemáticas)	3. La sílaba: a. lo que es una sílaba NLA 122-3 MPG 77-8 b. separar palabras en sílabas NLA 59 POPS 87 a	practice breaking up English words into syllables
underline dipt. in articles in student names; break up words into syllables	4. El diptongo y el hiato: a. reconocer vocales fuertes y débiles POPS 89 b. reconocer diptongos e hiatos NLA 144 POPS 44.47	practice pronouncing long and short sounds of vowels in English
flash cards; dictations; match numbers to names; prepare lists of uses of numbers in everyday situations	5. Los números: a. cifras hasta el mil NLA 87 b. números ordinales Elem. Dramatic. #6 47-53 c. leer símbolos aritméticos: (+ - x ÷ $ = ¢ %) EPR 95-98	writing names of numbers in Eng.; ordinal numbers; reading simple math problems in English
use in rdg. activities; finding new words; clues for mystery wd.	6. El diccionario: a. buscar definiciones NLA 48-63	practice find. wds. in Spz/Eng dictionary
EXPRESION ESCRITA		
dictations; ident. misspelled wds.; discrim. bet. synonims, homonyms; arrange wds. by accent subs. correct wd. for anglicism; small group review of stud. wrk	1. La ortografía: a. palabras frecuentemente usadas NLA 139-45 b. letras que se confunden NLA 52-55 c. faltas comunes en la escritura NLA 67-69 d. clasificar palabras por acento NLA78-1, 125-6 e. anglicismos SSS 19-21	students "collect" Eng. wds. on weekly basis for sharing with class; make up bulletin board
writing short biography; present dilemma asking stud. to write their solution; describing act.; reorder scrambled sentence in best sequence	2. El párrafo: a. forma del párrafo NLA 69 b. oración introductoria y conclusiva NLA 69 c. orden lógico de oraciones NLA 61	writing brief note to representative or agency concerning issue of interest
derive rules from examples; wrk in missing punct.; dictations	3. La puntuación: a. el signo de admiración POPS 82 b. la coma en serie MPG 103-6 NLA 83	practice punctuating short selection in English
DESTREZAS DE LECTURA		
group writing of exp. charts"; indiv. practice readers; quest. stud. orally & in writing; write cities for story; match photog. to illustrations; summary of interview; practice rules for using context clues; oral rdg. of stories, dialog, plays; debate	1. Comprensión y lectura oral: a. ordenar acontecimientos leídos MSS Preparation b. presentar un resumen 50-100 wds. Gen. Rdg. (nonfic.) c. extraer idea principal Buscando Idea Central A d. contestar preguntas sobre lectura MSS Preparat. e. derivar significados de palabras nuevas NLA 94-105 f. leer con mayor fluidez Lib. Lectura C; Gen. Rdg.	present short selection in English and ask students to translate; matching picture to short selection; pract. finding words in Eng. dictionary; students rd. short dialog or play
present problem or situation, then discuss; questions on short rdg. select.; stud. prepare bulletin bd.; show filmstrip & audio-visuals; simulation activ. role playing; pract. w. maps, charts, diagrams; visits to museums, government buildings, other points of interest	2. Conceptos en Estudios Sociales y Ciencia: a. La Tierra y sus recursos naturales (alimento, vestido, etc.) Mundo & Comunidad b. Nuestro ambiente natural (ecología, contaminación) Cómo se Parecen # 47 c. La Tierra y el Espacio Cómo se Parecen # 1 d. Vivir en una democracia (gobierno federal y local, personas y eventos importantes) Mundo & Comun. e. Nuestro mundo moderno (geografía, economía, conceptos políticos) M & S Assoc. World Heroes (Mill.) f. Cívica (votar inteligentemente, tomar acción cívica) Newspapers, magazine articles	students read short selection in Eng. of related topics; answer questions on above; students learn 25 Soc/Sc English cognates of concept words; reading of subway and road maps; students learn to answer forms used in everyday life: bank, work; science; reports

HORARIO (Suggested Schedule in Parentheses)

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
60-90 min.	(Conocimientos Generales Emphasize speaking activities)	Expresión Escrita Emphasize personal experience activities)	(Destrezas de Lectura Emphasize listening activities)	(Expresión Escrita Emphasize listening activities)	(Conocimientos Generales Emphasize small-group activities)
60-90 min.	Expresión Escrita Emphasize small-group activities)	(Destrezas de Lectura Emphasize speaking activities)	(Conocimientos Generales Emphasize small-group activities)	(Destrezas de Lectura Emphasize problem-solving activities)	(Destrezas de Lectura Emphasize listening activities)

Name _____ Center _____ Counselor _____

P. de L. _____ Math _____ SRT _____ Starting Date ____

Counseling Follow-Ups: _____
(Dates)

_____ _____

_____ _____

_____ _____

_____ _____

BIBLIOGRAPHY

NLA Native Language Arts, Title I Manual
POFI,2 Prácticas de Ortografía, Cubero
MPF Mi Primera Fonética, Bishop
MPG Mi Primera Gramática, Huerta
MSS Multiple Skills Series, Barnell Loft
Basic Words Sets, Barnell Loft
Libro de Lectura (A,B), DACBE
Real Life Reading Skills, Scholastic
Naturaleza y Sociedad I
El Mundo y mi Comunidad, Martinez

SOCIAL STUDIES / SCIENCE COGNATES

agency	agencia	accident	accidente
capital	capital	airport	aeropuerto
consumer	consumidor	automatic	automático
continent	continente	automobile	automóvil
diagram	diagrama	climate	clima
directions	direcciones	communication	comunicación
distance	distancia	computer	computadora
east	este	correspondance	correspondencia
employment	empleo	dentist	dentista
form	formulario	doctor	doctor
instructions	instrucciones	drug	droga
island	isla	fever	fiebre
map	mapa	hygiene	higiene
mountain	montaña	medicine	medicina
north	norte	operation	operación
ocean	océano	passport	pasaporte
office	oficina	sign	signo
peninsula	península	symbol	símbolo
police	policía	technology	tecnología
product	producto	telegram	telegrama
service	servicio	telephone	teléfono
south	sur	temperature	temperatura
traffic	tráfico	thermometer	termómetro
transit	tránsito	train	tren
west	oeste	transportation	transportación

Appendix 8

Promotion Test

Auxiliary Services for High Schools

BILINGUAL PROGRAM

Mid-Way Evaluation: Curriculum Development Project I- G.E. Promotion Test (S.S.

July 14, 1981

Criterion-Referenced Test

1. What are its basic purposes?
   - promotion
   - skill assessment
   - psychological
2. How long should it be?
   - number of problems
   - time
3. How should it be administered?
   - at the end of course
   - after each skill is learned
   - combination of both
4. ~~Who should administer it?~~
5. What skills should it evaluate?
6. What types of questions should it include, especially in S.S., Sci.?
7. What other factors will help determine promotion?
8. How will evaluation data be maintained?
9. What should teachers of one level expect students to be able to do who are being promotoed to their classes?
10. What standards for the program should promotion tests try to set?

Among others, these questions need to be discussed in order to devise an instrument which will be of the greatest practical use to students, teachers, and to the program as well.

Appendix 9
Solidaridad Humana

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12234

ASSISTANT COMMISSIONER
FOR OCCUPATIONAL AND
CONTINUING EDUCATION

DIVISION OF CONTINUING EDUCATION
BUREAU OF BASIC CONTINUING EDUCATION
518) 474-8940

December 22, 1980

TO: Supervisors and teachers engaged in Spanish literacy instructional programs

FROM: Neil W. Carr, Supervisor

RE: One-day Spanish literacy workshop for supervisors and teachers in Rockland, Westchester counties and the New York City/Long Island areas

The Division of Continuing Education, New York State Education Department, is most interested in offering staff development opportunities for supervisors and teachers engaged in Spanish literacy programs as related to the Spanish high school equivalency instructional program in New York State.

On December 5, 1980, an ad hoc planning committee from the above-cited areas met to discuss Spanish literacy, problems, solutions and constraints, as well as proposed content for a one-day Spanish literacy workshop to be held at Solidaridad Humana in New York City. It was resolved that about one-quarter of the day would be spend on funding information primarily for supervisors (and teachers, if they wish to attend) and three-quarters of the day spent on Spanish literacy testing/curriculum materials primarily for teachers. The attached agenda allows supervisors and teachers to conveniently attend either part or the entire program according to the individual's need.

Please complete the attached form and return it to Roberto Granados, NYS Education Department, Albany, New York 12234 before January 21, 1981.

If you have any questions, please feel free to contact Mr. Dino Baceo Linden, Solidaridad Humana, 107 Suffolk St., New York, NY (212) 260-1449 or Mr. Roberto Granados, NYS Education Department, Albany, NY 12234, (518) 474-8940.

Personnel engaged in Spanish literacy ABE as related to Spanish GED instruction programs are expected to attend these valuable sessions. Compensation for attendance may be made by local programs.

Attachments Return Form; Agenda

YOU MAY REPRODUCE AS MANY COPIES OF THIS SHEET AS REQUIRED FOR SUPERVISORS AND/OR TEACHERS ENGAGED IN SPANISH LITERACY INSTRUCTION AS ARTICULATED WITH SPANISH GED INSTRUCTION.

Please return this form by January 21, 1981 to:

Mr. Robert Granados
NYS Education Department
Division of Continuing Education
99 Washington Avenue
Albany, New York 12230

NAME _____ POSITION _____

_____ _____

Agency Address - Telephone Number _____ Home Address - Telephone Number _____

Check One (✓)

I am interested in the New York City Workshop and will attend: _____

Solidaridad Humana
107 Suffolk St.
New York, NY (Manhattan)
Tel.#: (212) 260-1449
Date: Saturday, February 7, 1981
Time: 8:30 a.m. to 5:00 p.m.

I cannot attend: _____

THIS IS A STAFF DEVELOPMENT FUNCTION. COMPENSATION FOR ATTENDANCE MAY BE MADE BY LOCAL PROGRAMS.

This agenda was conceived by various members of the ad hoc planning committee in attendance on December 5, 1980 in New York City.

New York State Education Department, Division of Continuing Education, Ad Hoc Planning Committee:

John Acompore, Elizabeth Buckley, Alfred Cum, Carmen Dinos, Rene Dousdebes, Petrita Hernandez, Lawrence Levin, Dino Baceo Linden, Lawrence Lockwood, Rina Melles, Raymond Negron, Henry Obligado, Carmen Remus, Robert Rodriguez, Isaura Santiago Santiago, Ann Serrão.

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12234

ASSISTANT COMMISSIONER
FOR OCCUPATIONAL AND
CONTINUING EDUCATION

DIVISION OF CONTINUING EDUCATION
BUREAU OF BASIC CONTINUING EDUCATION
518: 474-8840

Please feel free to reproduce additional copies of this agenda for your staff. If you wish, bring a plentiful amount of materials you may wish to share.

SPANISH LITERACY INSTRUCTION AND RELATED FUNDING INFORMATION AS IT RELATES TO THE CURRENT SPANISH HIGH SCHOOL EQUIVALENCY PROGRAMS IN NEW YORK STATE

A G E N D A

Saturday, February 7, 1981

Solidaridad Humana
107 Suffolk St.
New York, N.Y.*
(Manhattan)
Tel. #: (212) 260-1449
*See accompanying directions

8:30 a.m. - 9:00 a.m.	Registration
9:00 a.m. - 9:15 a.m.	Welcoming Remarks -- NYS Assemblyman Luis Nine
9:15 a.m. - 9:30 a.m.	The new Spanish GED exam - A Comprehensive Approach -- John Acompore, Auxiliary Services for High Schools, NYC
9:30 a.m. - 10:15 a.m.	A current Spanish literacy program linked to Spanish GED instruction -- Petrita Hernandez, NYS Department of Correctional Services
10:15 a.m. - 10:30 a.m.	Break - Madame Flagello Sings
10:30 a.m. - 11:15 a.m.	Title XIII Funding Information -- Garrett Murphy, NYSED Section 310 -- Neil Carr, NYSED

11:15 a.m. - 11:40 a.m.	CETA Funding -- George Kawas, NYSED
11:40 a.m. - 12 noon	Fund for the Improvement of Post Secondary Education — Luis Arce, Solidaridad Humana, NYC
12:00 noon - 12:30 p.m.	Title I Higher Education Funding — Barbara Sjostrom, NYSED Higher Education
12:30 p.m. - 1:30 p.m.	Lunch
1:30 p.m. - 2:00 p.m.	Screening/Diagnostic Pre/post tests — Dino Baceo Linden, Solidaridad Humana Staff, NYC; Larry Levin, NYC Board of Ed Staff
2:00 p.m. - 2:30 p.m.	Questions and Remarks --HERMAN BADILLO, ESQ.
2:30 p.m. - 4:00 p.m.	Current Learning Materials and Implications for Curriculum Development — Larry Levin, NYC Board of Ed Staff; Dino Baceo Linden, Solidaridad Humana Staff, NYC: Rene Dousdebes, Esperenza Staff, NYC
4:00 p.m. - 4:30 p.m.	Questions
4:30 p.m. - 5:00 p.m.	Next Steps - curriculum, methodology, multi-lingual, funding patterns and/or legislative activities -- John Acompore, Auxiliary Services for High Schools, NYC; Ray Negron, Haverstraw, NY; Dino Baceo Linden, Solidaridad Humana Staff, NYC; Rene Dousdebes, Esperenza Staff, NYC

NOTE: Directions to Solidaridad Humana
Train: From Grand Central Station, #6 Lexington Ave. local to Bleeker Street; change to Ind. line, F train to Delancy Street. Walk east 2 blocks to 107 Suffolk St., Manhattan.
Car: East side highway (FDR) to Houston Street exit; drive west to Suffolk St. Public parking lot on Essex and Delancy Sts. or park on Suffolk St.

STATE OF NEW YORK

DEPARTMENT OF CORRECTIONAL SERVICES

THE STATE OFFICE BUILDING CAMPUS

ALBANY, N.Y. 12226

THOMAS A. COUGHLIN III
COMMISSIONER

J. KEVIN McNIFF
DEPUTY COMMISSIONER
PROGRAM SERVICES

March 18, 1981

Conference Participants:

It was a real pleasure meeting all of you at Salidoridad Humana last February. I want to thank you for your interest in the Spanish materials and the Bilingual Curriculum we are using in our bilingual program in the Department of Correctional Services.

As promised in my presentation, I will be sending shortly a sample of the materials you requested during the workshop. They are still being reproduced.

In the meantime, I wish you a lot of success in your particular programs.

Sincerely,

Petrita Hernández

Petrita Hernandez
Director of Education

PH:tw

Appendix 10

Sample Newsletter and Staff Calendar of Activities

AUXILIARY SERVICES FOR HIGH SCHOOLS
BILINGUAL PROGRAM

B-U-L-L-E-T-I-N

FALL 1980

John Acompore, Coordinator

PROGRAM OPERATIONS: 1980-81

Although there have been cuts in personnel funded by Title VII due to increased costs, the receipt of new funds from Title XIII and an increase in our tax levey supplemental allocation for bilingual education will allow our program to operate at about the same level as last year.

Funding source summaries and ASHS center allocations have been provided to administrators. Center operations will begin as indicated on the enclosed Fall Calendar. The calendar also includes the schedule and agendas of staf orientation meetings. The staff is expected to attend these meetings in order to ensure a smooth opening this fall. PLEASE NOTIFY JOHN ACOMPORE IMMEDIATELY IF IT IS IMPOSSIBLE FOR YOU TO ATTEND YOUR SCHEDULED CONFERENCE SO THAT A MAKE-UP TIME CAN BE SET. THE MEETINGS ARE A MANDATORY ASPECT OF STAFF TRAINING AND DEVELOPMENT OUTLINED IN THE PROPOSAL.

PROJECT B*A*B*E FINANCING ARRIVES IN UNEXPECTED DEVELOPMENT

As a result of concern regarding the lack of bilingual, adult basic education (A.B.E.) in New YOrk State by the State Education Department's Bureau of Bilingual Education and the Commissioner's Advisory Council on Bilingual Education, our program has secured from the A.B.E. unit of the NYC Center for Career and Occupational Education (CCOE) several thousand Title XIII per session hours to provide for Bilingual Adult Basic Education in the evening. We were pleasantly surprised by the announcement, which came unexpectedly from Mr. Nathan Quinones, Executive Director of High Schools, during the Clemente Center's graduation ceremony last June!

Allowable personnel under this funding includes bilingual basic education teachers (Spanish, Greek and Italian), E.S.L. teachers and advisors. Since the prospects for expanding this funding source are quite good, the program is eager to demonstrate PROJECT B*A*B*E as a model program for adults of limited English proficiency who are also at a basic level in their educational development.

THANK YOU CLEMENTE, TAFT, JAMAICA AND FORSYTH STREET!

Congratulations are in order for the centers Clemente, Taft, Jamaica and Forsyth Street, which each held year-end activities last June honoring students who received their diplomas. Also honored at Clemente were students promoted to higher level classes. Moreover, certificates were given to students who had achieved exemplary records in attendance, academics and punctuality.

The effort in planning the enormous number of details these events entail is of the kind that is way beyond the call of duty. We are very proud therefore of the persons on our staff who stand honored by such effort. Besides the important impact they have on students, events such as these benefit all our program in the contanct they make with the larger community. We hope these successes will encourage other centers to try similar activities this year. (see A YEAR FOR CELEBRITIES)

WELCOME BACK

We hope everybody's summer was restful (or lucrative!). This year will prove to be as exciting as I think it is going to be if we can do even half of the projects described in this bulletin. Please read it carefully. I look forward to seeing you at the fall orientation sessions. A schedule of meetings should be enclosed with this Bulletin But, if it's not there, call me to find out your meeting time. Welcome back! John

SPANISH CURRICULUM PROJECTS COMPLETED: FIRST STAGE ENDS

With the duplication of the General Education level Cuadernos de Acitvidades last July, the first stage of curriculum development under the current proposal is finished. You remember that our plan called for writing syllabii of topics and suggesting materials to go along with them. The so-called first stage began with teacher committees choosing variously difficult reading, social studies and science topics (and materials) that eventually became four levels: N.L.A., General Education, Pre-H.S.E. and H.S.E. Exam Practice. The topics were then matched with materials that would meet different needs: 1) for more reading skill development, 2) for new social studies and science sources and 3) for activities that could aid learning.The results were the current CHECK-OFF SHEETS, the eight folletos (de informacion and lecturas) and the four cuadernos.

The Cuadernos were put to press last year thanks to the hard work of writers Ada Garces, BillPope and Mike Hill (not to mention the diligence and patience of Josianne Sosa, Orlando Pantoja and Beligica Cruz-Calder in getting the material typed and duplicated.)

(Cuadernos contain innovations)

The writers are justly proud of the Cuadernos, especially their special features:

1) An "Activity Check-list" for each concept on the Check-offs to guide students and teacher through the sequence of Information Lesson, questions, Reading Lesson, questions, addtional teacher-made material and English Language Experience.

2) The inclusion of some E.L.E. and M.E.L.E.'s within lessons themselves. A provision for additonal English language follow-up by the teacher in all lessons is written into the sequence of the Activity Checklist.

3) Extensive exposure to all types of graphic representation, even at the General Ed. level. This is in line with the demands of the new version of the G.E.D.

(Second Stage Begins)

A second stage of curriculum development is now underway. The projects for this stage include:

1) revision of the N.L.A. Check-off Sheet so as to come up with two parts, one part more explicitly for non-readers and a second part to serve a smoother transition into General Ed. (Such a revision, containing suggested material and methods, will help us better teach students enrolled under the new ABE funding.)

2) Criteria-referenced tests to judge readiness for promotion from one level to the next.

3) additional program-wide E.L.E.'s in the manner of those on the Solar System, The Cell and Geography done two years ago.

For the future, we anticipate that a third stage will see the preparation of program-wide grammar, math and vocabulary booklets.

(Continuing Staff Involvment)

We look forward to the involvment of teachers, paraprofessionals and advisors in writing for these curriculum projects. If you are interested, speak to Jerry Long about your ideas for materials in any of the areas above. (see more curriculum news on page 4, "Phase material...")

TEXAN SALUTES ASHS (BILINGUAL PROGRAM)

Believe it or not we made the papers in Texas. Last March The Prairie, a local newspaper in central Texas, reported the accomplishments of one Mauro Molina, a journalist and student at West Texas State University. Under the headline, "Ecuadorian Starts Life Anew in Land of the Free", the article provided some of the biographical facts behind Mr. Molina's rise to the position of president of the International Student Association. "I came to America origianlly via New York to start a new life, but I was not in good condition. I did not have a degree and I could not speak English. The only place for me to work was in a factory.", the article quotes Mr. Molina as saying. "I met Donald Brown (administrator of the Maxwell Evening Center in ASHS), who helped me get my high school equivalency diploma. That allowed me to enter the New York City Community College." Congratulations to Don and his staff.

TITLE VII EVALUATION DATA 1979-80

The Office of Educational Evaluation (OEE) is in the process of preparing the 1979-80 comprehensive evaluation report of the bilingual program in ASHS. This annual evaluation generally describes all aspects of our program operations including instructional design, sites, staffing, curriculum, staff training, pre-test and post-test comparisions, etc.

Although OEE will also summarize the demographic data collected on the evaluation data forms ("bubble sheets") this year, the program has already compiled much of this data. The data covered "years of education", reading score breakdown, employment status for every student at each center. More detailed facts about the data will be distributed to staff at fall meetings. ASHS is the only program known to have this kind of extensive data, which enables us to know our students' characteristics better and then to use this inofrmation to make vital decisions. When you receive the data please take a few moments to review it and do your own center analysis, or compare data among centers.

We would like, in a sense, to dedicate this data report to the advisors/counselors, teachers, paraprofessionals and administrators who so diligently maintained records and completed the forms for the program.

NEW YORK STATE PUBLICIZES ASHS BILINGUAL SUCCESS

Under the title "ASHS: Bilingual Success Story", an article appeared in the New York State Education Department's bureau of bilingual education newsletter. The material for the story, which was prepared by John Acompore, stressed the comprehensive services of the ASHS program. The article ended with an open invitation to visit the program in order to see its successful formula in action: "a management system for accountability; an instructional design for effectiveness; a competent and dedicated staff for achievement; a far-reaching philosophy for quality, and some pretty good materials."

FIRST "CLIMATE PROFILE" REPORT COMPLETED

The results of the bilingual program's first "Climate Profile" will be available at the fall orientation meetings. We hope you will find this information as interesting and useful as we have. The profile graphs and tables clearly indicate a rather positive over-all program climate. It is evident, however, that the general climate factor which is most in need of improvement is "opportunities for input". (In line with this feeling, don't miss the last paragraph of the article on curriculum development, page2)

Sincere thanks go to all those who participated by taking the time and making the effort to provide this information for the program to collect, analyze and act upon.

FORSYTH STREET STUDENT WINS CONTEST

Carlos Acaro, a student with Evelyn Nieves and Betty Gotay at the Forsyth Day Center, was last March a winner in an essay contest sponsored by the Pan American Society, the Mexican Chamber of Commerce and the Board of Education. Congratulations to Carlos.

ANOTHER GIANT FIRST: CAREER ED. WORKSHOPS

Under John Ramirez' s direction, the Career Education Workshops, an important commitment we made in our proposal, materialized last year in very promising form.

Career education contains concepts just as vital as those in math or English or Spanish. For example, the workshop session on Economic Awareness hammered on the steps students should follow to protect themselves when buying on credit. By dealing with consumer education and other such "survival skills", the workshops provide practical knowledge for everybody. From students in N.L.A. to the college-bound graudate.

Seven centers conducted workshops last year. Two centers even found time and means to follow the suggestion from the proposal that the workshops be coordinated with ESL instruction. With never a complaint that the workshops interferred with regular classwork, Gloria Reddicks (93rd Street) and Ada Garces (Roberto Clemente) not only sat in on the sessions to observe methods and content, but wrote follow-up lessons for use in their ESL classes (A personal note of thanks for your enthusiasm and cooperation, Ada and Gloria!)

We hope that educational advisors will resume their workshops early enough to reach all students. Other centers, even those without Title VII funds, are invited to seek our help if they would also like to start career guidance.

TUITION PROGRAM

Staff is advised that requests for tuition payment from the Title VII Staff Training and Development Tuition Program to cover fall courses in bilingual education must be made immediately to John Acompore. It will also be necessary for those interested in winter and summer courses to notify John now to make tentative "reservations" for funds. By knowing our needs in advance, we avoid ending up with a surplus or a deficit in this budget line.

TAFT HAS ACTIVE STUDENT COUNCIL

The Taft Center's active student group, The Bilingual Student Union, sponsored a fund raising Queen Contest. The proceeds helped cover the costs of the center's graduation and prom. (The Forsyth Street Center also has an active student council, and together with Taft, cancels out any excuses by other centers, day or evening, for not keeping their student councils active. Let's get going you all.)

STAFFING FOR THIS YEAR

As you might expect, plans for this year's staffing are still not complete. Some evening positions for counselors, teachers and paraprofessionals remain unfilled. The qualifications set forth in the guidelines of Title XIII will partly control our choice of new workers. Please notify the office of any individuals you can recommend for interviews. A call beforehand on your part will allow us to describe more details of any particular job's requirements.

A YEAR FOR CELEBRITIES

This past school year saw a record number of celebrities making contact with our program. Politicians, diplomats, educators and TV stars were present last spring to greet students and present awards at our several special events.

At the Forsyth Street Year-End Dinner Party, Sr. Roberto Jaramillo, Dr. Monosaldos and S. Victor Delillo (consuls from Colombia, Ecuador and the Dominican Republic respectively) presented achievement awards to deserving students.

Also, Ruben Mouje of El Diario La Prensa and Mr. LaVerne, director of radio station WADO, delivered congratualations to the Forsyth graudates.

Meanwhile, at the Clemente Graduation,John Johnson of WABC Eyewitness News agreed to present the keynote address to the students in the class of 1980. (Unfortunately, illness at home kept Mr. Johnson away from the ceremony at the last moment, although he sent words of best wishes along with his regrets.)

Leading Bronx politicians also graced the program at Clemente: State Senator Joseph Galiber, Assemblyman Armando Montano and Councilman Gilberto Valentin

Not to be outdone by politicians and journalists, important educators played their parts during graduations festivities: at Clemente, Nathan Quinones, Executive Director of High Schools and Dr. Cory Reider, Vice President of Bank Street College; at Forsyth Street, Carlos Dominichi of the radio and television offices of the Board of Education.

PHASE MATERIALS FINISHED AND READY FOR USE AGAIN THIS YEAR

Thanks to the hard work of Rosendo Abreu, the Check-off Sheets, Class work booklets and homework assignments for each of the Phases is finished. The cycle of phases will begin again in September (4 this year) and supplementary copies of the materials will be available for distribution before each phase begins.

BOARD OF EDUCATION
AUXILIARY SERVICES FOR HIGH SCHOOLS
ROBERTO CLEMENTE CENTER
431 JACKSON AVENUE
BRONX, NEW YORK 10455

DR. SEYMOUR WEISSMAN
Director

JULIAN O. WASHINGTON
Assistant Director

JERRY MAHREN
Center Administrator

JOHN P. RAMIREZ
Bilingual Coordinator

TO: Center Administrators, bilingual teachers, counselors advisors

FROM: John Ramirez, Co-ordinator of Bilingual Program

SUBJECT: Calendar for Fall,1981.

Thursday September 24th ..... Meeting with Bl. Advisors/Counselors ONLY

Day: (all language groups) 3-3:30pm Clemente Resource Center

Evening: (all language groups) 4-5:30pm Clemente Resource Center

September 14-October 3 ..... Evening center registration-testing etc. (all languages groups)

October 5th..... Evening classes scheduled to begin.*

October 21st ..... Fall conference will be scheduled for Chinese, French/Haitian, Greek, and Italian staff 4-5:30pm. Clemente Resource Center.

November 24th ..... Teachers and paraprofessionals (Spanish component) will be scheduled to meet. Clemente Resource Center.

Day staff: 2-3:30

Evening staff: 4-5:30

* Call your administrator to confirm.

Auxiliary Services for High Schools
BILINGUAL PROGRAM

TO: CENTER ADMINISTRATORS, BILINGUAL TEACHERS AND COUNSELORS/ADVISORS

FROM: John Acompore, Coordinator of Bilingual Program

SUBJECT: Calendar for September-October 1980

September 3, Wednesday	Day staff reports to centers
September 4, Thursday	Day counselors/advisors meeting (Spanish component) 2:00-3:30pm Clemente Resource Center
	Evening counselors/advisors meeting (Spanish component) 4:00-5:30pm Clemente Resource Center
September 8, Monday.....	Day sessions begin
September 8-30.....	Evening center registration- testing,etc. (all components) counselor/advisors
September 16, Tuesday.....	Evening center conference for administrators, counselors, teachers and paraprofessionals (Spanish component) 4:00-5:30pm Clemente Resource Center
September 17, Wednesday.....	Chinese, French/Haitian, Greek, Italian Conference for administrators, counselor/ advisors, teachers and paraprofessionals 4:00-5:30 Clemente Resource Center
September 18, Thursday.....	Day centers conference for administrators. counselors, teachers and paraprofessionals (Spanish component) 2:00-3:30pm CRC
September 22, Monday.....	Evening center classes begin (tentative) center administrators will announce official opening schedule for each center
October and November.....	Day and evening conferences at each center (all components)- dates to be announced

Please refer to appropriate agenda on the reverse side.

Attendance at conferences is mandatory. If it is impossible for you to attend at the scheduled time, please call John Acompore (292-7427) to arrange a make-up meeting.

Roberto Clemente Reso ce & Training Center
431 Jackson Avenue-Jronx, N.Y.

Thursday **SEPTEMBER** 4: Day Advisors/Counselors (Spanish component) 2:00-3:30pm
and
Evening Advisors/Counselors (Spanish component) 4:00-6:30pm

1. Title VII Evaluation
   -highlights from 1979-80 data
   -changes in data collection for 1980-81
2. LAB Testing
   -review of last year's testing sessions
   -instructions for fall testing
3. Other administrative counseling matters
   -class/level placement
   -Bulletin items
   -etc.
4. Career Guidance
   -distribution of materials
   -review of 1979-80 projects
   -choosing and scheduling students for 1980-81 workshops
5. Activities for 1980-81
   -calendar for program-wide events
   -suggested individual center events
6. GED Test Schedule
   -review of HSE EXam Prep. Class and the "P.D.Q." concept
   -referral procedures
   -phase schedule and exam dates
7. Any additional matters
   -regular meeting schedule
   -etc.

Wednesday **SEPTEMBER** 17: Chinese, Greek, Haitian and Italian components-
center administrators, counselors/advisors, teachers,
and paraprofessionals (4:00-5:30pm)

1. Data summary 1979-80
2. Program objectives
3. Data collection forms for 1980-81
4. LAB Testing
5. Review of 1979-80 Climate Profile
6. Curriculum development (materials, needs for new exam,etc.)
7. Staff Training and Development

Tuesday **SEPTEMBER** 16: Evening teachers, counselor/advisors, paraprofessionals
and center administrators (Spanish component) 4:00-5:30pm
and
Thursday **SEPTEMBER** 18: Day teachers, counselors/advisors, paraprofessionals
and center administrators (Spanish component) 2:00-3:30pm

1. Data summary 1979-80
2. HSE report thus far
3. Review of 1979-80 Climate Profile
4. Report on Curriculum Projects
   -1979 Phase materials and cuadernos
   -new NLA check-offs (ABE)
   -involvment of staff on projects this year
   -reactions to materials thus far
5. Career Guidance and Career Education
   -1979-80 workshops
   -curriculum infusion
6. Staff Training and Development
   -new plans
7. Program Objectives 1980-81

October & November Center Conferences: Follow-up discussions on data report,
HSE Exam report and Climate Profile: monitoring implementation.

Bilingual Program
Auxiliary Services for High Schools

John Acompore
Program Coordinator

John Ramírez
Ass't Coordinator

CUESTIONARIO PARA AQUELLOS QUE COMPLETARON LAS CLASES DE PLANEAMIENTO DE CARRERAS

Se le agradecería si Usted sacaría 5 minutos para contestar las siguientes preguntas. Contamos con Usted a que nos ayude en mejorar estos talleres de trabajo. Mientras mas nos diga sobre puntos negativos que observo, mas nos ayuda. Gracias.

___1. Los estudiantes fueron atraídos a las actividades durante las clases de una manera que:

(a) fueron estimulados profundamente
(b) fueron estimulados moderadamente
(c) produjo poco estímulo
(d) desanímo estímulo en los estudiantes

___2. Los principios y conceptos desarollados en estas clases fueron:

(a) muy bien presentados; explicados de una manera que los estudiantes supieron exactamente el significado
(b) bien presentados; explicados en una forma en que los estudiantes tuvieron un entendimiento de las ideas presentadas.
(c) moderadamente presentados
(d) vagamente presentados, dejando a los alumnos con duda
(e) mal presentados, confusos; dejó a los alumnos con ideas erroneas

___3. Yo creo que la información específica obtenida en estas clases es, o será:

(a) muy útil
(b) bastante útil
(c) útil
(d) de poco beneficio
(e) de ningún beneficio

___4. En estas clases me he familiarizado con :

(a) un gran número de ideas nuevas y nuevos puntos de vista
(b) un número substancial de ideas nuevas y puntos de vista
(c) pocas ideas nuevas y nuevos puntos de vista
(d) muy pocas ideas nuevas ideas y nuevos puntos de vista
(e) ninguna idea nueva ni nuevo punto de vista

___5. La experiencia de haber tomado estas clases ha sido:

(a) de gran provecho para mi
(b) de provecho substancial
(c) de algún provecho para mi
(d) de poco provecho para mi
(e) de ningún provecho para mi

___6. El entendimiento que mostró el instructor sobre los temas presentados e información relacionada estuvo

(a) muy bueno; completo y amplio
(b) bueno; extensivo
(c) bueno en su materia; mediocre en campos relacionados
(d) Mediocre en su materia; débil en campos relacionados
(e) débil; limitado; inadecuado

___7. La consideración de el instructor en tratar a los alumnos como individuos fue:

(a) genuina y sincera todo el tiempo
(b) comprensible y respetuosa
(c) generalmente buena
(d) a veces faltando aprecio; inclinación de estár a distancia e inconsiderado
(e) irrespetuoso, frío, sarcástico

___8. En su comportamiento con los alumnos, el instructor

(a) fue completamente imparcial todo al tiempo.
(b) fue usualmente imparcial y juicioso.
(c) fue inconsistente
(d) inclinaba a ser parcial
(e) mostró favoritismo

___9. Las presentaciones de los temas por el instructor fueron presentadas

(a) con mucho entusiasmo además de conocer la materia a fondo
(b) a veces con entusiasmo pero conociendo la materia a fondo
(c) con entusiasmo; aparentemente solo cuando mostraba conocimiento de la materia
(d) sin entusiasmo pero conocía la materia a fondo.
(e) sin entusiasmo y sin conocer la materia a fondo.

10. ¿Cree Ud. que hubieron temas que no se relacionaron con el Planeamiento de carrera? ¿Cúales?

11. De los talleres que asistió, ¿cuales le interesó menos?

Bilingual Program
Auxiliary Services for High Schools

John Acompora
Program Coordinator

John Ramirez
Asst Coordinator

Hemos notado que Ud. no siguió asistiendo a los talleres de trabajo sobre Planeamiento de Carreras. Estamos interesados en saber el porqué dejó de asistir. También, estamos interesados en sus críticas y sugerencias para mejorar estos talleres. Le agradeceremos su franqueza y su cooperación en contestar las siguientes preguntas. Muchas gracias.

1. ¿Qué esperaba Ud. al comienzo de estos talleres?

2. ¿Se sintió desilusionada(o) con algo?

3. ¿Evalue las presentaciones y materias de los talleres que asistió: _____
   (a) materia débil: presentacion debil
   (b) materia débil: presentacion fuerte
   (c) materia fuerte; presentacion debil
   (d) materia fuerte; presentacion fuerte

4. ¿Por qué dejó de asistir a estos talleres?

5. ¿Eligió Ud. asistir a estos talleres o fue seleccionada(o)?

6. ¿Cuáles son sus críticas de los talleres?

   en general:

   cualquier taller específico:

7. ¿Encontró los ejercicios fáciles, difíciles, confusos?

8. A cuáles recursos podríamos acudir para asegurar su presencia e interes continuo en los talleres?

9. ¿Cuáles son sus sugerencias a cerca de:

   (a) las materias:

   (b) modo de presentacion:

   (c) otras areas:

10. ¿Cual fue su reaccion al salir del ultimo taller que asistio?

11. ¿Cuales fueron los pensamientos que determinaron que Ud. no regresara?

12. Otros comentarios:

Appendix 12 - Educational Advisors' Regular Meetings

BOARD OF EDUCATION
AUXILIARY SERVICES FOR HIGH SCHOOLS

ROBERTO CLEMENTE CENTER
431 JACKSON AVENUE
BRONX, NEW YORK 10455

DR. SEYMOUR WEISSMAN
Director

JULIAN O. WASHINGTON
Assistant Director

JERRY MAHRER
Center Administrator

JOHN ACOMPORE
Bilingual Coordinator

BILINGUAL PROGRAM

TO: Day Ed. Advisors, Center Administrators, other interested parties

FROM: John P. Ramírez, Assistant Coordinator

RE: Ed. Advisor Meeting/College counseling staff training session

DATE: March 5, 1981

The next ed. advisors' meeting is scheduled for MONDAY, MARCH 16th, at the ROBERTO CLEMENTE CENTER. TIME: 11:30 a.m.

Some of the items on the agenda include:

1. Miscellaneous announcements.
2. Administrative matters.
3. Career Guidance.
4. Title VII Evaluation.
5. College counseling.
6. HSE referral procedures, results, and eligibility requirements.
7. Program plans for the remainder of this school year.
8. Other (any information an ed. advisor wants to share with committee).

Please plan to arrive on time since at the conclusion of our meeting (2:00 p.m.), we have invited Mr. Al Forbes from the Office of Admissions Services at CUNY to inform us of the CUNY application processing system as well as an update on any developments affecting GED graduates, college bilingual programs, financial aid, any new programs, etc. This will be an excellent opportunity to discuss problems and get answers to unique financial aid situations/questions which we all have encountered in filing CUNY applications for our students. So get your questions ready!

NOTICE: Please note that the Workshop on the new simulated Spanish GED exam (see attached flyer) will follow our scheduled meeting (4:00 - 5:30 p.m.). Consequently, we urge you to make any necessary arrangements in order to attend this most important workshop.

Auxiliary Services For High Schools
Bilingual Program

TO: ALL EDUCATIONAL ADVISORS/COUNSELORS

FROM: John P. Ramirez

RE: STAFF TRAINING SESSIONS

DATE: February 17, 1981

"WHAT AREAS OF COUNSELING WOULD I LIKE TO LEARN MORE ABOUT"

We are planning a series of training sessions dealing with the role of the counselor through the BEVG Resource Center. These sessions would involve ALL ed. advisors (day and evening) for ALL language groups.

In order to make these training sessions as beneficial to you as possible, we are requesting that you rate the following areas in the rank order of importance to you in terms of learning more about. (Please include your own list of areas that you feel are important or more important than these listed.) Remember, write "1" for the most important area that you would like more training; "2" for the second most important area that you would like more training ..... and so on.

_____ Career Guidance	"Do I know enough to help my students in such areas as decision-making, personal values, goal setting, values clarification. etc.?"
_____ College Counseling	"Am I thoroughly familiar with all the bilingual programs in CUNY and the latest developments... financial aid forms, etc.?"
_____ Career Counseling	"What sorts of alternatives am I offering my graduating students who do NOT want college"?
_____ Career ED. workshops	"Am I 'postponing' them because I don't know how to start?"
_____ Time Management	"Am I spending my time on things that have the highest priority?"
_____ Job Placement	"How can I help the students who need jobs?"
_____ Group counseling	"Do I know how to work with a group and the dynamics involved or do I feel a little intimidated and so do individual counseling only?"
_____ Individual Career Planning	"How do I help a student decide on a career goal? Where do I start?"

_____ Other: _____

_____

_____ Other: _____

_____

Please submit your rank order of these areas by Feb. 27, 1981.

Appendix 13

Second Annual Mini-Conference

BOARD OF EDUCATION
AUXILIARY SERVICES FOR HIGH SCHOOLS
ROBERTO CLEMENTE CENTER
431 JACKSON AVENUE
BRONX, NEW YORK 10455

DR. SEYMOUR WEISSMAN
Director

JULIAN O. WASHINGTON
Assistant Director

JERRY MAHRER
Center Administrator

JOHN ACOMPORE
Bilingual Coordinator

ASHS-BILINGUAL PROGRAM

November 14, 1980

Dear Staff,

I am happy to announce that the bilingual program in ASHS will hold its first Mini-Conference of the year on Monday November 24, 1980.

Bilingual teachers and advisors/counselors are invited to attend the conference, so please mark the date on your calendar. We are certain that this one will be as much of a success as last year's Mini-Conference on management.

Please be reminded that there are no evening classes on November 24th. Participants will be paid a stipend of approximately $15.00 gross.

I look forward to seeing you before the Thanksgiving holiday.

Sincerely yours,

John Acompore
Coordinator

(OVER)

AUXILIARY SERVICES FOR HIGH SCHOOLS
BILINGUAL PROGRAM

Mini Conference

ROBERTO CLEMENTE RESOURCE & TRAINING CENTER
431 JACKSON AVENUE
BRONX, NEW YORK

MONDAY NOVEMBER 24, 1980

3:30-6:15 P.M.

Program

3:30-4:00 EARLY BIRD SESSION (Resource library/Lunch room)

— Refreshments — Library browsing
— Classroom visits

4:00-4:30 GENERAL SESSION (Lunch room 16)

John Acompora, Coordinator

(Participants will be grouped by center to attend each of the conference activities described below)

* * *

4:30-5:15 / 5:20-6:05 W O R K S H O P (Room 16 / 26)

Title: — "HAS ANYBODY SEEN JOSE?" — A brainstorming session on techniques for solving specific problems that affect student retention.

Workshop Leaders: John Ramírez, Jerry Long, Rosendo Abreu

Objective: To define, by center, strategies in the classroom, in the counseling office, and in staff communication that will improve retention.

Description: Staff members from the same center will summarize ways that both educational advisors and teachers can respond to specific attitudes and behavior that warn of the potential for "exiting." This will be followed by a full group discussion to share responses.

* * *

4:30-5:15 / 5:20-6:15 P R E S E N T A T I O N (Room 26 / 16)

Guest Presenters: Ms. Judy Torres, Consultant
Mr. Frank O'Brien, Consultant
New York City Board of Education
Office of Educational Evaluation

This special presentation will focus on the bilingual program's extensive evaluation data —particularly student test and demographic information— and how it can be used in decision-making to ensure effective instruction, counseling services and overall program management.

Appendix 14

Training Sessions

TO: Center Administrators, Educational Advisors, and other Staff serving in a Counseling Capacity

FROM: John Ramirez, Assistant Coordinator

RE: Staff Training Sessions

DATE: April 14, 1981

We have arranged for a series of training sessions dealing with the role of the educational advisor/counselor in career guidance through the Bureau of Educational and Vocational Guidance Resource Center.

The following is an outline of the course:

Sessions	Topics
1. Monday April 27, 1981 Time: 4:00-5:30 Location: Roberto Clemente Center	How do you conduct a Job Search? Strategies and Techniques to find a job, keep a job, and advance on a job.
2. Wednesday May 6, 1981 Time: 4:00-5:30 Location: Roberto Clemente Center	Information Resources for Career Guidance Programs . Print, Non-Print materials . Interest Inventories . Speakers, Field Trips . Labor Market Trends
✓ 3. Wednesday May 13, 1981 Time: 4:00-5:30 Location: Roberto Clemente Center	Self Awareness in the Career Development process Strategies and Techniques in Self Assessment, Values Clarification, Decision Making
4. Wednesday May 20, 1981 Time: 4:00-5:30 Location: Roberto Clemente Center	Implementing A Career Guidance Program
5. Wednesday June 3, 1981 Time: 4:00-5:30 Location: BEVG Resource Center 362 Schermerhorn St. Brooklyn, N.Y.	Visit to the Resource Center

Every educational advisor/counselor in the Bilingual Program whether working in a day or evening center should make every effort to attend since the themes chosen reflect those areas in which educational advisors have expressed a need to become more knowledgeable.

Staff members not working for the Bilingual Program but serving in a counseling capacity are welcomed to attend.

Since each workshop is an independent unit, anyone interested should not be discouraged if they can't attend any particular session(s). Each workshop session will yield its own wealth of information (as well as hand-out's).

In situations where there is a conflict between these sessions and your schedules at evening centers, latenesses on those days will not be charged against staff members in the Bilingual Program. We request that Center Administrators extend this policy to any of their non-Bilingual Program staff members attending these sessions.

For further questions, I can be reached at 292-7427.

Please mark your calendar and plan to attend.

P.S.: A stipend will be provided for workshop participants.

Appendix 15 - Material From Career Conference

CAREER CONFERENCE FOR BILINGUAL HIGH SCHOOL STUDENTS AND COUNSELORS
May 8, 1981
Teachers College, Columbia University

T E N T A T I V E P R O G R A M

9:00 - 9:15 Welcoming Address:
NODAC
BESC
OBE - NYC Board of Education

9:15 - 9:45 The Labor Scene: 1,980-2,000
N.Y.State Labor Department

10:00 - 10:45 WORKSHOPS
.Careers with International Organizations, United Nations
.Careers in Insurance, Equitable Life Insurance
.Careers in Social Work, Hispanic Women's Center, Charlemange Peralte Center
.Careers in Finance, R.I.A. Corporation
.Careers in Communication, N.Y. Telephone Company
.Careers with Utility Companies, Con Edison
. Careers in Engineering, EBASCO Corporation
.Careers in Air Transportation, Federal Aviation Administration
.Careers in Medical Service, Harlem Hospital
.Careers in the Arts, Council of Performing Arts
.Careers in Construction, Carpenters' Council
.Training and Apprenticeship, N.Y. C. Board of Education
.Job Seeking Techniques, Hunter College

11:00 - 11:45 .Careers in the Civil Service, N.Y. State Department of Civil Service
.Careers in Insurance, Equitable Life Insurance
.Careers in Engineering, EBASCO Coporation
.Careers in Health Services, ASPIRA of New York
.Careers in the Secretarial Field, The Commonwealth of Puerto Rico
.Careers in Social Work, Hispanic Women's Center, C. Peralte Center
.Careers in the Computer Field, Computer Center, Teachers College
. Careers in Construction, Carpenters' Council
.Careers in Communication, New York Telephone Company
.Careers in Education, N.Y. C. Public Schools
.Careers in Travel Services, American Association of Travel Agents, Inc
.Careers in Nursing and Medecine, Health Dpt., Teachers College
.Careers in Mechanics, TBA

11:45 - 12:45 LUNCH

1:00 - 1:45 . Careers in Law, Puerto Rican Bar Association
.Careers in Law Enforcement, FBI, NYC Police Department
.Careers in the Media, Latino TV Broadcasting
.Careers in Health Services, ASPIRA of New York
.Careers in Medecine and Nursing, Health Dpt, Teachers College
.Careers in Banking, Bank of New York
.Careers in Education, NYC Public Schools
.Careers in the Civil Service, NY State Department of Civil Service
.Careers in Real Estate, Golden Tower Real Estate
.Job Seeking Techniques, Hunter College
.Training and Apprenticeships, TOLLEPS, Board of Education of City of
.Careers in the Computer Field, Computer Center, Teachers College

2:00 - 2:30 Career Decision Making
Bureau of Vocational and Career Guidance
New York CIty Board of Education

* * * * * * *

Counselors' Workshops:

11:00 - 11:45 Multi Cultural Awareness
(Hispanic, Haitian, Italian)

1:00 - 1:45 Career Issues Affecting Bilingual Students
Ray Serina, NYC Bd of Ed (Career and Vocational Guidance Bureau)

CO-SPONSORS: NODAC and BESC

HUNTER-C W POST
BESC
BILINGUAL EDUCATION SERVICE CENTER

WORKSHOP EVALUATION FORM

Please rate the workshop you attended. Underneath each evaluation statement fill in the NAME(S) of the workshop you participated in and rate each one on a scale of 1 to 5 which 1 is the lowest score.

		LOW				HIGH
1.	My need for information in this career area was:					
	Name of Workshop _____	1	2	3	4	5
	Name of Workshop _____	1	2	3	4	5
	Name of Workshop _____	1	2	3	4	5
2.	For meeting my need in this career area, I would rate this workshop:					
	Name of Workshop _____	1	2	3	4	5
	Name of Workshop _____	1	2	3	4	5
	Name of Workshop _____	1	2	3	4	5
3.	For preparation, I would rate the presenter of this workshop:					
	Name of Workshop _____	1	2	3	4	5
	Name of Workshop _____	1	2	3	4	5
	Name of Workshop _____	1	2	3	4	5
4.	For its usefulness, I would rate the information presented in this workshop:					
	Name of Workshop _____	1	2	3	4	5
	Name of Workshop _____	1	2	3	4	5
	Name of Workshop _____	1	2	3	4	5
5.	Because I gained needed information, I would rate this workshop:					
	Name of Workshop _____	1	2	3	4	5
	Name of Workshop _____	1	2	3	4	5
	Name of Workshop _____	1	2	3	4	5

	LOW				HIGH
6. My overall rating for the workshop(s) I attended is:					
Name of Workshop _____	1	2	3	4	5
Name of Workshop _____	1	2	3	4	5
Name of Workshop _____	1	2	3	4	5
7. My overall rating for the whole career conference is:					
Name of Workshop _____	1	2	3	4	5
Name of Workshop _____	1	2	3	4	5
Name of Workshop _____	1	2	3	4	5

Comments: _____

_____

_____

_____

Conferences

NEW YORK CITY PUBLIC SCHOOLS
OFFICE OF BILINGUAL EDUCATION
AMELIA OSTA, DIRECTOR — ANGELO GIMONDO, DEPUTY DIRECTOR
CENTER FOR STAFF DEVELOPMENT
SUPPORTIVE AND INSTRUCTIONAL SERVICES
ANGELA GAZLEY, CENTER DIRECTOR — ROBERTO FUENTES, ASSISTANT CENTER DIRECTOR

In Recognition of Greek Heritage and Culture Week, March 23-27
The Office of Bilingual Education is pleased to sponsor the following:

Greek Heritage and Culture Workshops

at

Office of Bilingual Education
131 Livingston Street (5th Floor Resource Area)
Brooklyn, New York 11201

on

Wednesday, March 11, 1981
9:00 a.m. - 4:00 p.m.

9:00 — 9:15 **Registration**

9:15 — 9:20 **Opening Remarks**

9:20 — 10:00 **"The Significance of Greek Independance Day — March 25th"**

Presenter: Demosthenes Kontos, Doctoral Candidate — University of Cincinnati

10:00 — 10:20 **Coffee Break and Greek Pastries**

10:20 — 11:20 **"Suggested Classroom Activities and Materials Which Can Be Used to Celebrate Greek Heritage and Culture Week"**

Panel Presentation: Dr. John Spiridakis, MODERATOR, Assistant Professor of Education, St. John's University — Mr. Christos Papatheodorou, Adjunct Professor Bilingual Education, St. John's University — Ms. Fotini Gaitanis, Bilingual Graduate Fellow, St. John's University — Ms. Vivian Carasssas, School Librarian

11:20 — 12:00 **"Addressing the Needs of the Newly Arrived Greek-Speaking Students in New York City"**

Presenter: John Siolas, Curriculum Coordinator, Center for Curriculum Development, Office of Bilingual Education

12:00 — 1:00 **Lunch** (Attendees are responsible for their own lunch)

1:00 — 1:15 **Slide Presentation**

1:15 — 2:15 **"Greek Bilingual Education Programs in New York City"**

Panel Presentation: Ms. Elena Stephanis-Narlis, MODERATOR, Program Specialist, Center for Program Planning and Development, Office of Bilingual Education — Mr. Erick Irizarry, Supervisor of Bilingual Programs, CSD 6 — Mr. James Dounis, Lau Program Assistant, CSD 30 — Ms. Aurea Rodriguez, Director, Center for Curriculum Development, Office of Bilingual Education — Ms. Gertrude Berns, Project Director, Fort Hamilton High School — Mr. John Acompora, Project Director, Bilingual Program in Auxiliary Services for the High Schools

2:15 — 3:15 **"Changes in Greek Language Policy: Implications for Greek Bilingual Education Programs"**

Panel Presentation: Dr. Vivian Anemoyanis, MODERATOR, Director of Bilingual Programs, CSD 30 — Ms. Cathy Evangelou, Resource Teachers, PS 85, CSD 30 — Ms. Angeliki Lazaridea, Resource Teacher, JHS 10 & 141, CSD 30 — Dr. Antigoni Giannakos, Resource Teacher, PS 122, CSD 30

3:15 — 4:00 **Greek Wine, Cheese and Music**

The Academy of Greek Theater and Arts will teach participants Greek dancing

TO REGISTER FOR THE WORKSHOPS PLEASE CALL:
Mr. Roberto Fuentes at 596-8944 or Mr. Steve Papadopoulos at 852-2422
(Please specify which workshops you plan to attend)

NEW YORK CITY PUBLIC SCHOOLS
OFFICE OF BILINGUAL EDUCATION

AWILDA ORTA
DIRECTOR

ANGELO GIMONDO
DEPUTY DIRECTOR

CENTER FOR STAFF DEVELOPMENT
SUPPORTIVE AND INSTRUCTIONAL SERVICES

ANGELA R. BAZLEY
CENTER DIRECTOR

February 19, 1981

Mr. John Acompore
Project Director
Bilingual Program in
Auxiliary Services for
the High Schools
431 Jackson Avenue, Room 24
Bronx, NY 10455

Dear Mr. Acompore:

I would like to thank you for accepting our invitation to participate in the Greek Heritage and Culture Workshops on March 11, being sponsored by the Office of Bilingual Education.

We are looking forward to your presentation on the topic "Greek Bilingual Education Programs in New York City". You will be part of a panel presentation which will include five other speakers.

The panel presentation will be scheduled from 1:15 to 2:15 p.m. at the Office of Bilingual Education, 131 Livingston Street (5th floor Resource Area), Brooklyn, NY. Each panel presenter will be given approximately seven to ten minutes to present with time allowed at the end of the session for questions and answers. An outline of the complete workshop program is enclosed.

If you need any materials duplicated or audio-visual equipment for your presentation, please contact me by March 2.

Thank you again for your cooperation, and if you should have any questions please do not hesitate to call me at 596-8944.

Yours truly,

Roberto Fuentes

Roberto Fuentes
Assistant Center Director

APPROVED: Awilda Orta

Awilda Orta, Director
Office of Bilingual Education

ms

Attachment

cc: Angelo Gimondo
Angela Rosario-Bazley
Steve Papadopoulos

NEW YORK CITY PUBLIC SCHOOLS
OFFICE OF BILINGUAL EDUCATION

AWILDA ORTA
DIRECTOR

ANGELO GIMONDO
DEPUTY DIRECTOR

CENTER FOR STAFF DEVELOPMENT
SUPPORTIVE AND INSTRUCTIONAL SERVICES

ANGELA R. BAZLEY
CENTER DIRECTOR

March 19, 1981

Mr. John Acompore
Project Director
Bilingual Program in
Auxiliary Services for
the High Schools
431 Jackson Avenue, Room 24
Bronx, NY 10455

Dear Mr. Acompore:

On behalf of the Office of Bilingual Education, we would like to thank you for your participation as a presenter in the Greek Heritage and Culture Workshops conducted on March 11, 1981.

We are confident that the information and materials provided will assist educators in addressing the needs of students in Greek Bilingual Education Programs, as well as promoting the richness of Greek Heritage and Culture.

Thank you again for your cooperation and assistance in making the workshop program a great success.

Yours truly,

Roberto Fuentes

Roberto Fuentes
Workshop Program Coordinator

Steve Papadopoulos

Steve Papadopoulos
Co-Workshop Program Coordinator

APPROVED: Awilda Orta

Awilda Orta, Director
Office of Bilingual Education

ms

cc: Angelo Gimondo
Angela Rosario-Bazley
Paula Rivera

131 LIVINGSTON STREET • ROOM 501 • BROOKLYN, NEW YORK 11201 • 596-8945

New York State Association for Bilingual Education

P.O. Box 1033 • Brooklyn, N.Y. 11201

Dear Colleagues:

Included in this package you will find the following information to participate in the Fourth Annual New York State Association for Bilingual Education Conference on February 27 — March 1, at the Concord Hotel, Kiamesha Lake, New York:

- *Conference Pre-Registration Form*
- *N.Y.S.A.B.E. Membership Form*
- *Hotel Registration Form*
- *Hotel Brochure and Directions*

No deposit is necessary to make your hotel reservation. However, the deadline for reservations is January 12, 1981.

The cost of the hotel is comprehensive and includes the following:

- *Three meals a day*
- *Cocktail party*
- *Banquet*

Purchase Orders for conference payment will be accepted from conference pre-registrants only. Tax exemption forms will be available at the hotel.

Let me urge you to reserve your room and to pre-register for the conference by January 12 to facilitate the registration process.

Please read the forms carefully. If further clarification is needed, please do not hesitate to contact:

Lilliam Malavé — Conference Chairperson
(716) 636-2251

Aurea Rodríguez — Conference Chairperson
(212) 596-4917

Ceferino Narváez-Ortiz — Registration Chairperson
(516) 294-8700 ext. 7435

Your participation will make this conference a success and will promote the future of Bilingual Education.

Cordially,

Genis Meléndez
President, N.Y.S.A.B.E.

ITALIAN BILINGUAL EDUCATORS ASSOCIATION
in cooperation with
DEPARTMENTS OF FRENCH AND ITALIAN
NEW YORK UNIVERSITY

presents the

SIXTH ANNUAL CONFERENCE

Bilingual Education: A Humanizing Experience

Saturday, March 28, 1981
8:30 a.m. — 4:30 p.m.

New York University
Main Building
100 Washington Square East, at Waverly Place
Fourth & Seventh Floors
New York, N.Y. 10003

KEYNOTE SPEAKER

ROBERT DI PIETRO
Chairman, Romance Languages and Literature
University of Delaware

OTHER SPEAKERS

LOUIS COSTELLO
Professor of Linguistics, New York University

HERMAN HALLER
Professor of Italian, City University of New York

JOSEPH ARLEO, Author
HELEN BAROLINI, Author
JOSEPH PAPALEO, Author

AWILDA ORTA
Director, Office of Bilingual Education, New York City Public Schools

CARMEN PEREZ
Chief, Bureau of Bilingual Education, State Education Department

NANCY FRANKFORT
President, New York State English to Speakers of Other Languages & Bilingual Educators Association

ANGELO SIMONDO
President, Italian-American Committee on Education

GENIS MELENDEZ